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ABSTRACT

Job description and certification are the two areas which must be clarified to assure proper employment for library technical assistants (LTA) which is the purpose of the Council on Library Technology (COLT) regional workshops. (This is the second of four.) Discussion on the first day of this two-day conference was devoted to job description and the problems of writing job descriptions. Certification of LTA's was considered the second day. The program was structured to provide a summarization session at the last meeting. Reports from the three discussion groups were presented and the tasks included as jobs for the LTA are listed. It is also noted that the LTA must be so oriented that he recognizes for himself the limits of his responsibility and the limits of authority inherent in his position making constant supervision unnecessary. He must also realize that he is ultimately under the direction of a librarian. The major ideas presented are summarized. (NH)

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JOB DESCRIPTION
and
CERTIFICATION
for LIBRARY TECHNICAL ASSISTANTS

Proceedings of the Workshop
Sponsored by

Council on Library Technology,
Central Region

Co-Sponsored by
Kennedy-King College, Chicago, Illinois

January 23-24, 1970
Chicago, Illinois

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PREFACE

Noel R. Grego

The two-day conference of the Central Region of the Council on Library Technology (COLT), held on January 23 and 24, 1970, at the Sherman House Hotel in Chicago, Illinois, was the second in a series of conferences planned by COLT, one for each of its four regions. Topics relating to the employment of Library Technical Assistants were to be discussed by each region and reports of these discussions presented at the COLT annual conference in June. The fact that the conference was held at the same hotel and on approximately the same dates as the ALA Midwinter meeting has perhaps a bearing on the relatively large number of registrants. The sixty-four participants, coming from such distant points as New York and Texas represented a wide range of opinions and served both the professional and vocational/occupational interests.

The Central Region selected the topics, Job Descriptions and Certification for Library Technical Assistants. At the Friday morning session Dr. Ernest Jaski presented a paper on the techniques of writing a job description entitled "Professionalizing the Paraprofessional." The paper read by Dr. Fritz Veit entitled "Job Descriptions for Library Technical Assistants" was an analysis and a comparison of job descriptions for supportive staff for the federal government, a state university system, a multi-campus community college and a multi-facility public library. Although the analysis was mainly of systems in Illinois they served as prototypes of like systems. At the luncheon Mr. Alphonse Trezza, Director of the Illinois State Library, extended greetings. After the luncheon, the participants were divided into three discussion groups.

The groups met in session for three hours and were charged with the responsibility for discussing and listing typical duties performed by Library Technical Assistants. The ALA Criteria and guidelines suggested by the morning speakers served as background material for discussion. Reports from each group were presented the following morning.

The second problem of great concern to those in the Central Region of COLT is that of certification. Two papers were presented: "The Problems of Certifying Library Technical Assistants" by Rhua Heckart and "Certifying Library Technical Assistants in Illinois" by James Broman.

The participants felt that much was accomplished at the workshop. The two-day session served as an excellent forum for the exchange of ideas and perhaps a clarification of duties--what is professional and what is paraprofessional. Richard Taylor, recorder for one of the group sessions suggested the following points as indicative of the feelings of his group and we suggest here that they reflect the feelings of all the participants:

1. The need to make the feelings of COLT known to library schools that we think the LTA program is of significance and it is the specific purpose of their institutions to concentrate on the preparation of professional librarians

2. The need to implement these suggestions as emphasized but job descriptions should be made more specific in many cases

3. There is a definite need for new job descriptions for professional librarians to complement the work done for Library Technical Assistants

4. Certification is a definite problem throughout the country. Very little evidence exists to indicate progress is being made in this important area.

An end result of the workshops on job descriptions would be actually to write such a job description. Mrs. Mary Jane Rudolph, Assistant Professor, Kennedy-King College, and member of the Research Committee of COLT, has begun such a task.

The Planning Committee of the Central Region wishes to acknowledge the assistance of Mary Jane Rudolph, William E. Woods, and Dorothy T. Johnson and especially the work of Richard Taylor and Phyllis Bates who, as group session recorders had the difficult task of reducing several hours of lively and meaningful discussion to coherent cohesive reports.

PROGRAM

Workshop on Job Description and Certification for Library Technical Assistants, sponsored by the Central Region of the Council on Library Technology and co-sponsored by the Kennedy-King College, Chicago, Illinois, held January 23-24, 1970 at the Sherman House Hotel, Chicago, Illinois

FRIDAY, JANUARY 23, 1970

Presiding: Noel R. Grego, Chairman, COLT Central Region

9:00- 9:30	Registration
9:30- 9:45	Introduction Noel R. Grego, Chairman COLT Central Region
9:45-10:30	Principles of Job Description Ernest Jaski, Ph. D. Professor, Bogan College, Chicago
10:45-11:30	Job Descriptions for LTA's Fritz Veit, Ph. D. Director of Libraries, Chicago State College
11:30-12:25	Group Sessions Leaders: William E. Woods Kennedy-King College, Chicago Mary Jane Rudolph Kennedy-King College, Chicago Dorothy T. Johnson Cuyahoga Community College, Cleveland
12:30- 2:00	Lunch
2:00- 5:00	Group Sessions continued

SATURDAY, JANUARY 24, 1970

Presiding: Sister Mary Chrysantha Rudnik, CSSF, Vice-President, COLT
Recorder: Richard Taylor, Wright College, Chicago

9:30-11:00 Reports of Groups
  Group Leaders: William E. Woods
    Kennedy-King College, Chicago
  Mary Jane Rudolph
    Kennedy-King College, Chicago
  Dorothy T. Johnson
    Cuyahoga Community College, Cleveland

11:00-12:00 Certification of LTA's
  Rhua Heckart, Past President, COLT
    Assistant Professor, Library Technical Aide Program,
    University of Toledo

12:30- 2:00 Luncheon Meeting
  Problems of Certifying LTA's in Illinois
    James Broman
      Executive Director, Illinois Association of
      Community and Junior Colleges

PROGRAM COMMITTEE

Noel R. Grego - Kennedy-King College, Chicago
Marybeth Herx - Wright College, Chicago
William E. Woods - Kennedy-King College, Chicago
Sister Mary Chrysantha Rudnik, CSSF - Felician College, Chicago

FRIDAY, JANUARY 23, 1970

OPENING SESSION

INTRODUCTION

Noel R. Grego

As Chairman of the Central Region of the Council on Library Technology, may I welcome you to this two-day workshop which is devoted to the problems of job descriptions and certification for Library Technical Assistants. This conference is jointly sponsored by COLT and Kennedy-King College (one of the eight City Colleges of Chicago).

This workshop is the second of a series of workshops which will be held in each of the four regions into which COLT is divided and it comes in response to a need evidenced by the findings of the National Survey of Library Technical Assistants' Graduates conducted last year by COLT.

In the last two years, the number of technician programs throughout the United States and Canada has almost doubled, and yet an equal number of programs are no longer in existence. I believe that much of the library profession is convinced of the need for supportive staff. I believe that much of the profession is convinced of the need for a core of workers who can perform certain tasks in any library with minimal instruction. I also believe that much of the library profession is convinced that librarians can and should be relieved of many routine tasks that they are now performing.

It was the October, 1968, issue of the ALA Bulletin which served as a "kick-off," so to speak, for a great deal of discussion about paraprofessionals. I refer specifically to Dr. Asheim's article "Education and Manpower for Librarianship."[1] Also, the report of the LED Interdivisional Committee on

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[1] Lester Asheim, "Education and Manpower for Librarianship," ALA Bulletin, 62 (October, 1968), 1096-1106.

Training Programs for Supportive Staff[2] has given help to those starting LTA programs, and it is that same report which provides guidelines and standards for evaluation of existing programs.

COLT believes that job description and certification are the two areas which must be clarified to assure proper employment for Library Technical Assistants. This, then, is the purpose of COLT Regional Workshops: to examine these problems in depth, and, hopefully, to find meaningful solutions.

Our speakers today will discuss the topic: Job Description, and the Problems of Job Descriptions. At this time I will introduce both speakers to you, and they will address you without interruption. At the conclusion of their talks, we will have an open discussion if there are questions you would like to address to the chair.

Our first speaker is Dr. Ernest Jaski. He holds a Bachelor of Science degree as well as a Master of Science degree in Business Administration from Northwestern University and a Ph.D. from the University of Chicago in Educational Administration. He is presently Professor of Business at Bogan College. Among his professional activities are the presidencies of the Lay Advisory Board of the Felician College and of the University of Chicago Chapter of Phi Delta Kappa.

Our second speaker, Dr. Fritz Veit, is, I think, known to most of you. He is presently Director of Libraries for Chicago State College and Kennedy-King College. He is librarian, Professor of Library Science, and a contributor to library periodicals.

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[2] American Library Association, Library Education Division, "Criteria for Programs to Prepare Library Technical Assistants," ALA Bulletin, 63 (June, 1969), 787-794.

PROFESSIONALIZING THE PARAPROFESSIONAL

Ernest B. Jaski, Ph. D.

The goal of your conference and the gains that will undoubtedly accrue from the pursuit of that goal in the next two days are to be greatly commended. Your present endeavor to provide an orderly and systematic development in the rapidly growing field of library science reflects your concern over the need for standardization of the specialized tasks of the paraprofessionals that have arisen from this growth. A chief means of standardizing these paraprofessional roles, such as the library technician or technical assistant, is through job description, a managerial tool used in industry for many years to produce more effective planning, staffing, training, control, and evaluation in the performance of these new roles. What you are attempting to do today can be viewed, without exaggeration--to paraphrase a new classic statement--as "a small step for man but a giant step or probably leap for the increasing professionalism of library science." If I can make but a meager contribution to this goal through my account of the basic principles of job description, then my efforts will have been amply repaid.

Before discussing the basic principles involved in job descriptions, or position descriptions as they are frequently called, defining job description, clarifying a distinction between job description and such related terms as job analysis, job specification, and job evaluation, and identifying the purposes of job description should help. Job descriptions are accurate, simple, and clear statements of what the worker is expected to do on his particular job. They indicate what the employee does, how he does it, and often under what conditions he works. Briefly, a job description is a written report outlining the duties, responsibilities and conditions of the work assignment. The actual process of studying these duties, responsibilities, and conditions of a job prior to writing the job description is called a job analysis, or securing the factual data. On the basis of the completed job description, we then add job specification to it. Job specifications are the skills, effort, responsibility, and working condition requirements necessary to fulfill the work assignment detailed in the job description. Job specifications are merely the requirements or qualifications of the job. After job description and job specifications of the various positions are completed, job evaluation compares the relative importance of these jobs on the basis of either ranking, points, or factors in order to assign differential wage and salary rates.

For what specific purposes the job descriptions will be used must also be kept in mind when they are being devised. For each purpose, there is a certain type and amount of data necessary. If the job analyst is aware of the uses that will be made of the job description, he will know the type of information that he must obtain to meet this need. For example, if the form will be used to familiarize new employees with their jobs, it will be necessary sufficiently to describe all of the duties and responsibilities so that both the employee and employer have no difficulty in understanding what is expected of the position. If, on the other hand, the description will be used to clarify relationships between jobs, then the job analyst must examine all of the existing relationships and indicate clearly what they are. If the job descriptions are to be used to improve the work flow, they must be written so as to indicate clearly just where the work comes from where it goes, how it is handled on the job, and so on. The major purpose of the job description to be considered by this conference appears to be the first, where the goal is certification of library technical assistants, whereby the employer knows what competencies can be expected of that individual and whereby in turn the technician can be paid the salary level for technical assistant's work and not that of a clerk or typist or, even worse, that of a student aide.

A story I heard the other day may help to illustrate a point. In the public library a man with his new card questioned the pretty librarian. "Do you mean to say," he asked, "that with this card I may take out any book I want?" "Yes," the attractive librarian answered. "And may I take out record albums, too?" "Yes, you may," she softly replied. "May I take you out?" he asked. Flustered, blushing, but finally drawing herself up to her full height, she replied, "The librarians, sir, are for reference only." The point here is that job descriptions can be used by employee and employer for ready reference as to what should be done. They should be taken out periodically and reviewed.

What are the basic principles in effective writing of job descriptions? The following salient factors should be considered in organizing, writing, and using job description data under the supervision of a local advisory committee. For easier identification and recall, I have divided them into different stages in the order of normal sequence.

STAGE 1: PREPARING FOR THE STUDY

Secure the cooperation of the employee and supervisor. Unless the enthusiastic willingness of both individuals is obtained, subsequent efforts will be of limited value. Discuss the proposed method for securing job information and then get recommendations as to the employee or employees best able to supply the facts regarding the job. If one is using observation as a method of securing the data, a period of two or three days of surveillance would probably give a reliable description of the nature and scope of the particular duties involved.

STAGE 2: OBTAINING THE INFORMATION

There are five basic techniques that can be used to compile the necessary data: (1) observation, (2) interview, (3) questionnaire, (4) logs, and (5) a combination of these. Each of these methods will be further elaborated.

Observation involves, self-evidently, visual observation of the workers while they are performing their tasks. It has the advantage of allowing the analyst to obtain information first-hand, thereby limiting errors of omission. Observation has the additional advantage of allowing the analyst to acquaint himself with the working conditions, required skills, and equipment used. This method is most appropriate when applied to jobs that are simple and repetitious in nature. For all types of positions, it is usually necessary to use a combination of techniques.

In relying upon the interview, it is desirable to speak with both the individual occupying the position and his supervisor. Following such a dual review, the analyst can check the responses he receives, questioning any contradictions that may appear. The interviewing procedure can also verify information received by other means and to clarify any ambiguities.

In using the questionnaire, one should devise a questionnaire that is thorough. Structured, closed-end questions that utilize dicotomous or multiple-choice questions are more desirable than open-end questions. A specimen format of a questionnaire often includes (1) a brief prefatory statement of the value of the information and general instructions in completing the questionnaire followed by (2) a major section labeled "Description of Your Position" further subdivided by sections for daily duties covered in one's daily routine, regular, periodic duties, occasional duties performed at irregular intervals and (3) an additional section stating educational requirements of the position, experience and training required, equipment used, if any, contact with others, extent to which work is supervised, and the degree of exercise of discretion and independent judgment by the employee.

The use of logs differs from the questionnaire in that the employee keeps a record of the duties he performs throughout the day or number of days. The job analyst supplies the employee with a prepared form on which the various tasks are listed in the sequence that they are performed.

Generally, the job analyst should not rely upon only one method of data collection. The best combination of techniques appears to be that of observation and interview.

STAGE 3: COLLATING THE DATA AND WRITING THE JOB DESCRIPTION

1. After the needed information has been collected, the analyst should segregate the data which is useful from that which is inapplicable. A job description must contain only factual information, not the opinions of the analyst or of those individuals from whom he obtains such information. For example, an employee who states that her working conditions are excellent is stating an opinion. The state of working conditions has to be ascertained by the job analyst. They may be excellent, fair, or possibly deplorable.

2. The analyst then combines the data into the various catagories often used in the job descriptions, such as the Basic Function, Duties and Responsibilities, Organization Relationships, and Authority Limits.

3. Arrange duties in logical order. If a definite work cycle exists, duties may be described in chronological order. When the work cycles are irregular, the more important duties may be listed first, then less important duties.

4. Begin each sentence in the duties performed section with an active, functional verb in the present tense, such as "tests," "performs," "adjusts," etc. For brevity, the subject of each sentence is omitted. It is understood that the job title is the subject.

5. Use quantitative words where possible. Rather than saying "pushes loaded trucks" write "pushes hand truck loaded with 100 to 500 pounds of steel plate." In the library science field, a reference to approximate number of books to be shelved or catalogued could be appropriate.

6. Use specific words where possible, avoiding vague, ambiguous generalizations. Avoid such vague descriptions as "the mechanical preparation of library material," or the "physical maintenance of catalogue." If the words fail to evoke a mental image of the work, rephrase, using more specific verbs.

7. State duties as duties. Postpone statements of qualifications until the job requirements or specifications are worked on.

8. Determine or estimate the percentage of total time spent on each activity and indicate where duties are regular or occasional. Be sure to define such words as "periodic," "occasional," and "regular."

9. Limit the use of the word "may" with regard to performance of certain duties. A description stating that the worker "may perform" the duty is confusing. Nevertheless, occasions arise when the use of "may" is justified toward the end of the duties section when a "saving clause" broadening the description of duties must be inserted.

10. The complete description should adequately explain what the worker does, how he does it, and why he does it. For example, the summary of a detailed job description of lathe operator first class might be the following:

> Sets up lathe (what): Carefully examines blueprints (what) to determine the dimensions of the part to be machined (why), using shop mathematics (how) to calculate any dimensions (what) not given directly on the print (why) or to calculate machine settings (why).

As an aid to further analysis, the approximate percentage of total time spent on each task or part of the job can be indicated.

STAGE 4: REVIEW BY AFFECTED PERSONNEL AND ACCEPTANCE OF JOB DESCRIPTION

After the draft has been completed, it should be shown to the individual who holds the position and his supervisor. Both should be asked to make such corrections and suggestions as they feel will add to the accuracy of the description. In this way, omissions by the analyst can be remedied and those affected by the job description are more likely to accept their use.

The approach just outlined is typical of well-planned programs but by no means universal. Upon the completion of the job description, job specifications or the personal qualifications needed to satisfactorily fulfill that job are prepared. These qualifications are such factors as skill, responsibility, physical effort, mental effort required of the applicant for the job. Such requirements as level of typing skill, knowledge of the Dewey Decimal or the Library of Congress Classification, a two year associate in arts degree can be suggested as some of the typical minimal requirements. Pages three and four of the Criteria for Programs to Prepare Library Technical Assistants prepared by the Library Education Division of the American Library Association and distributed to you here at this conference, give many of the qualifications deemed necessary for the position.

Well-defined job or position descriptions offer a practical guide to stipulating what the position of library technical assistant should include in training and certification. It is not just something academically nice to have but never to be seriously applied. It provides the foundation of building a sound program in training paraprofessionals in your field. Job descriptions further furnish the important benefit of accountability for results both by the training institution and later by the technician on the job. As the library or organization grows in size and in the number of services offered to its clientele, accountability assumes greater importance. The question of how well the library is meeting its objectives of service to its clients--students and public alike--suggests that the job descriptions can be a valuable means of evaluation which in turn generates the necessary information for more effective control and planning in the use of that library's resources. The duties and responsibilities are brought into focus and areas of overlapping or neglected duties come to light. Consequently, on-the-job training or changes in the formal academic program may be identified as necessary supplementary or remedial steps leading to more enlightened training, placement, and increased compensation of the library technical assistant. The use of job descriptions can, in effect, professionalize the paraprofessionals while enhancing the stature and role significance of the true professional, the librarian, whose expertise and energies can then be channeled into more demanding tasks. The ultimate effect of delineating and clarifying the tasks reasonably and justifiably should be that of increased psychic and monetary remuneration for all.

A librarian at Kennedy-King College was overheard the other day telling an inquiring student in search of immediate help on a study assignment, "Here's a book that will do half your work for you." "That's great," said the student. "Give me two of them." The use of job descriptions may not cut your work in half but it can help immeasurably in making the careers in your chosen field of information storage and retrieval more richly productive and rewarding.

Related Materials

JOB DESCRIPTION (Hypothetical Example) - Sample A

I. Function:
Furnishes book-processing aid and issuance of books requested by public.

II. Responsibilities and Authority

1. Administers approved policies and procedures pertaining to__________
2. Establishes and maintains necessary records under supervision of librarian or library supervisor by____________________ in order to________________
3. Maintains necessary inventory and stock control records by daily recording receipt of new books.
4. Conducts searches for missing books and recalls books requested by individuals.
5. Provides a summary report of ____________________ by compiling________________for the purpose of__________

III. Relationships (Hypothetical)

1. Library Supervisor
2. Chief Librarian
3. The Public
4. Others

IV. Qualifications

JOB DESCRIPTION - Sample B

Job Title:
Job Code:
Job Summary:

Job Duties:

Requirements:
Equipment:
Working Conditions:
Education and Experience:

Note: Sufficient space should be provided on the sheet for each item to allow analyst room enough to write.

JOB DESCRIPTION - Sample C

(Used especially where the main purpose is to provide job evaluation for merit ratings and to clarify organizational chart) Usually adopted for managerial positions.

1. Title:
2. Accountability:
3. Supervises:
4. Function:
5. Administrative contacts:
6. Responsibilities - General
7. Responsibilities - Specific
    a.
    b.
    c.
    d.
8. Criteria for measuring performance
    a.
    b.
    c.
9. Training Requirements:
10. Experience Requirements:

Note: Sufficient space should be provided on the sheet for each item to allow analyst room enough to write.

SOME DON'TS IN POSITION DESCRIPTIONS

1. The job description should not include the personal qualifications desired for the position. Job specification will summarize these.

2. The job description should not specify goals but describe only the nature of the job. Although the purpose of a position description is to indicate what is expected of an individual, it is best for the employing institution to specify either immediate or periodic goals.

3. Job descriptions should not be considered a strait jacket but a flexible guide in the process of standardizing the duties of that position. The scope of the duties and percentage of time spent on individual tasks often vary by the size and complexity of the library's operations. Strict insistence on compliance only to the duties outlines may stifle individual initiative to broaden one's responsibilities.

4. Job descriptions should not exceed a page and a half to two pages. Very often one page is sufficient. Too many details can be as bad as not enough.

5. The job description, once established, should not be filed away and forgotten. Changes in methods, materials, personnel, objectives may make the job descriptions out of date.

6. Don't overuse technical jargon. Make the description comprehensible to people with a variety of backgrounds.

7. Don't rely on only one source to gather the necessary data. Use at least two methods of collecting job description information.

8. Don't overlook the employee's help in the job analysis. Secure the worker's participation through a consultative approach. Let him review the description written by the analyst, especially where changes are being made.

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JOB DESCRIPTIONS
FOR
LIBRARY TECHNICAL ASSISTANTS

Fritz Veit, Ph. D.

Any job description should reveal what the job holder does on his job and the manner in which he does it. Implicitly or explicitly the description must also indicate how one job is different from others. The description must further show to whom the job holder reports and who reports to him and in what way his position fits into the organizational entity.

The job description must note what background and experience are required of the employee and what compensation he can expect. Of course, each job description must be designated by a job title.

I believe that any evaluation of specific library job descriptions should be preceded by some general considerations regarding types of library positions. Numerous pertinent considerations and discussions have occurred in the last several years. At library meetings this problem has been discussed rather intensively. It has been a topic in various library publications. We are, I believe, especially aided by recent statements from various ALA divisions and by the position classification scheme which has been adopted by the United States Civil Service Commission in 1966. We may also find guidance in personnel classification schemes adopted in the course of the last few years by various categories of libraries--public and college.

The best and clearest statement, I believe, is the report entitled "Criteria for Programs to Prepare Library Technical Assistant"--a document approved by the Board of Directors of the Library Education Division at the 1969 ALA Midwinter Meeting.[1] This report is so important because it gives distinguishing characteristics for the several categories of library staff. It divides the staff into two main units: professional library employees--usually persons with advanced library degrees, but also subject specialists or other specialists such as computer programmers. The other members of the library staff are comprised in the overall category "supporting staff." They are pages, student aides, trainees, library assistants, clerks, library clerks, and library technical assistants.

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[1] American Library Association, Library Education Division, "Criteria for Programs to Prepare Library Technical Assistants," ALA Bulletin, 63 (June, 1969), 787-794.

Pages are mainly employed in larger organizations where they are principally used for shelf work. In practically all academic libraries we find student aides who do shelving and many other supportive jobs (depending on ability and skill). Mainly in public libraries we have engaged trainees, usually holders of a bachelor's degree, who work part-time while pursuing graduate study in librarianship. In some organizations we have also engaged college graduates who have taken a few library courses but who do not hold a graduate library science degree. These persons, often known as "library assistants," are usually assigned library jobs of a near-professional nature.

The two most important categories of the supporting staff are the clerks or clerical staff, and the library technician staff. Within the clerical staff are included those staff members whose main responsibility is typing, stenography, and handling of correspondence. Typical would be a personnel clerk, an accounts maintenance clerk, or a file clerk. Those who are assigned primarily typical library functions fall into the broad library technical assistant category. Since persons work at different levels of difficulty, civil service rules usually provide for several levels or grades of library technicians or library technical assistants.

The article on the Criteria mentions only (general) clerks and library technicians.[2] It does not mention library clerks in the list of supportive staff categories. However, the Criteria article makes reference to a more detailed article entitled "The Sub-professional or Technical Assistant, a Statement of Definition," and in this latter article the library clerk is recognized as a separate category and fully described.[3]

It is not always easy to distinguish between general clerical and library clerical positions. I believe the criteria suggested in the federal civil service Position Classification Standards[4] offer a very good basis for distinguishing between the general clerical and the library aide positions. In the federal standards it is recognized that a non-academic worker must use clerical skills such as typing and filing whether he be assigned to the general clerical or to the library clerical classification. The distinguishing element is the characteristic which is of paramount importance in performing the job. If typing skill is of paramount importance then the worker would be classified in general clerical; if a library activity such as shelving or bibliographic search is of paramount importance then the worker would be classified in the Library Aide/Technician class even though typing is also required for the performance of his duties. Another factor in the decision as to the category to which a job is to be assigned is "the nature of the career ladder."[5] If the work performed at the entrance level can be viewed as preparatory for a higher level in the Library Aide/Technician series then it would be advisable to classify the entrance level job in the Library Aide/Technician series. In these instances, to borrow the wording of the federal standards "positions which are essentially clerical in nature and do not require 'specialized' experience for in-hiring purposes (GS-3 and below) may be classified in the GS-1411 series."[6] Here the lower grade level work provides a career ladder for movement to those higher grade positions which require specialized experience.

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[2] ALA, LED, "Criteria," p. 788 (I B2C).

[3] American Library Association, Library Administration Division and Library Education Division Interdivisional Ad Hoc Committee, "Sub-professional or Technical Assistants, a Statement of Definition," ALA Bulletin, 62 (April, 1968), 387-397.

[4] U.S. Civil Service Commission, "Position Classification Standards for GS-1411, Library Technician Series (released under Transmittal 62, June, 1966).

The federal civil service pattern thus has seven, or possibly more, non-academic library employee levels. Library Aides occupy the levels GS-1 to GS-3 and Library Technicians occupy the levels GS-4 to GS-7. Under certain circumstances a Library Technician can be assigned an even higher level.

Classification factors--factors which determine whether a position is in the Library Aide (GS-1 - GS-3) category or in the Library Technician (GS-4 - GS-7 or higher) category are the following:[7]

Difficulty of Assignment

Library Aide jobs are repetitive	Library Technician jobs are more complex, quasi-professional.
Library Aide jobs require a limited knowledge of practices and procedures.	Library Technician jobs require a more extensive knowledge of practices and procedures; e.g., an understanding of terminology or of classification schemes.

Personal Contacts

Library Aides usually have few personal contacts outside of the organization.	Library Technicians have a rather full understanding of the organization and are often delegated to receive requests from library users and may speak on behalf of the library.

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[5] Ibid., p. 2-3.

[6] Ibid., p. 3.

[7] Ibid., p. 5-7.

Level of Supervision

A Library Aide is rather closely supervised within the narrow confines of his sphere of responsibility.

A Library Technician has a larger area of responsibility and carries it out with a smaller degree of supervision. He is expected to know when to contact his superior for advice.

It is not possible within the framework of my presentation to bring before you the full array of job descriptions for the seven levels within the GS-1411 Series. It is a series in which, from level to level, assignments and duties become more difficult, personal contacts more responsible, and the freedom to exercise judgment more extensive.

To illustrate the difference let me enumerate a few typical assignments for Library Aide 2 (GS-1411 - 2) and Library Technician 6 (GS-1411 - 6).[8]

GS-1411 - 2 assignments include performance of a number of simple uncomplicated and repetitive clerical routines. Examples of duties of a GS-2 Aide are the following:

Shelving books and magazines
Filing pamphlet material
Checking shelves for misplaced books
Assisting with circulation
Assembling and verifying overdue notices
Typing catalog cards from fully developed master copy
Posting subscription records for magazines
Routing periodicals
Providing uncomplicated information, largely of a directional nature

GS-1411 - 6 assignments are typified by the following examples:

Extensive searching in the library's indexes and catalogs
Verifying author, title and subject information
Descriptive cataloging of relatively simple material (This may include more involved cataloging; e.g., where authority is not obvious, but highly complex materials would be cataloged under supervision and guidance of the librarian.)
Being in charge of a small unit library on a second shift
Giving reference service of a ready reference nature

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[8] Ibid., p. 8-10, 21-24.

The experience and training requirements for the GS-1411 series are comprehensively noted under Qualification Standards.[9] The descriptions comprise the standards beginning with level 4 and ending with the highest library technician level. A note indicates that for filling Library Aide 1 to 3 positions, Qualification Standards for Clerk GS-300 - 1 to 3 are to be used.[10] To me it seems highly significant that in the federal civil service all of the Library Technician levels can be reached with a high school background.

Experience both of a general and specialized nature is required for the several levels as follows:

	General Years	Specialized Years	Total Years
GS-4	1	1	2
GS-5	1	2	3
GS-6	1	3	4
GS-7	1	4	5

Academic training is accepted in lieu of experience, but no more than three years of experience can be substituted by academic work. This means that the highest entrance level without experience is GS-5 (with a BA). The engrance level with an Associate in Arts degree is GS-4.

A comparison between the Library Aide and the Library Technician lines show--as has already been stressed--that the functions and responsibilities of the latter are more complex and in the higher classes--GS-6 and GS-7--reach a level which many would consider professional.

A GS-7 employee, for instance, may be responsible for ready reference, circulation, administration and publicity. He may be responsible for providing correct bibliographical data and he may make recommendations regarding acceptance of gifts. He is expected to have sound knowledge of bibliographical reference tools. A GS-7 may perform descriptive cataloging; his work may include even unusual descriptive entries. He may be charged with complicated searching involving use of sophisticated tools in conducting searches. He is expected to work independently; however, in all phases of his work, a GS-7 is under the general supervision of professional librarians.

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[9] U.S. Civil Service Commission, "Qualification Standards, Library Technician Series" (released under Transmittal 100, July, 1966).

[10] Ibid., p. 1.

For further clarification of our problem we shall now turn to the University of Illinois Civil Service system covering the Illinois state universities and colleges; the Chicago City College Civil Service system; and the system governing the Chicago Public Library.[11]

The University Civil Service System of the State of Illinois recognizes the Library Technical Assistant category. The school with which I am connected is governed by this system. So are all the other senior colleges and universities maintained by the State of Illinois. The Library Technical Assistant category was introduced at the urging of Frazer Poole at the time he was librarian of the Chicago Circle Campus of the University of Illinois. He was interested in this category because he wanted to place library employees who had no library degree, but a good academic background, on a higher level than had been heretofore possible. He wanted to use this category mainly for persons who had a college degree and some knowledge pertinent to the needs of the library; e.g., linguistic skill. You will notice when you look at the job descriptions for LTA's of the Illinois University Civil Service scheme that for all three levels--LTA I to LTA III--university graduation and reading knowledge of a foreign language are listed as the basic minimum acceptable qualifications. However, library experience of at least three years can be substituted for the academic background beyond high school.

When the Illinois University Civil Service system introduced these three levels of the LTA category it did not relinquish the other supportive library categories: Library Clerks I, II, III and Chief Library Clerk.

A comparison between the Library Clerk and the LTA category as applicable to Illinois state universities and colleges shows differing emphases. In the case of clerks, high school graduation is deemed the basic educational requirement, then clerical aptitude and typing skill. College work and especially university graduation are, however, deemed desirable assets which would work to the advantage of the applicant.

The tasks performed by Library Clerks I and II are mainly clerical. While there is still a clerical emphasis at the Library Clerk III level, this clerk also assists in searching, inventory, and supervision of library personnel. In other words, in some way performs duties which might be viewed as on the technicial level. The Chief Library Clerk is responsible for the efficient clerical operation of clerical personnel of a unit; he interprets library records to staff and faculty; and engages in routine checking. These are tasks which would easily fit the LTA category.

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[11] Job descriptions for the non-academic library employee classes of these systems are reproduced on the pages following this presentation.

The Illinois State University Civil Service LTA class ranging from I to III performs work of a quasi-professional nature, similar in kind to the work prescribed for the LTA's in the federal scheme. The difficulty of the job increases as we move from LTA I to LTA III. In all categories stress is placed on functional knowledge of standard biliographical forms.

Included among the tasks of the LTA I are the following:

Maintenance of serial records
Placing materials on Reserve
Searching
Simple cataloging

LTA II duties include the following:

Identification, ordering, processing library materials
Elementary reference work
Supervising stacks

LTA III duties include the following:

Difficult searching
Complex bibliographic checking
Simplified original cataloging
Verifying and establishing entries
Supervising a unit in a processing department; e.g., receiving, acknowledging and recording gifts
Directing a sub-unit such as a Reserve Reading Room

It should be noted that the university and college libraries covered by the University Civil Service System may engage employees of any of the several hundred employee classes approved by the system. In the Chicago State College Library we have general clerks as well as accounting clerks in addition to library clerks and LTA's.

The City College System of Chicago, which includes eight junior colleges, carries only the class "College Library Assistant" for its library supportive staff. This class consists of the three levels: College Library Assistant I, II, and III. It is possible to employ other supportive staff--staff with non-library designations--but in actuality this happens rarely. At Kennedy-King the staff member working as the Library Director's secretary is designated as a College Secretary. Another library of the City College system has engaged a College Television Assistant.

In the Chicago City College system the College Library Assistant I perform such simple duties as typing of cards, filing of materials and supervising of student aides.

> The College Library Assistant II circulates books, "compiles indexes, catalog files and other library data"; types correspondence using prescribed forms; operates library equipment; keeps ledgers.
>
> The College Library Assistant III supervises a clerical unit; maintains clerical routines; maintains the serial records; supervises ordering of reading materials.

In other jurisdictions it is quite possible that a library's choice is limited to one or two classes. A library may have to place all of its supportive staff into one category, called "clerical"; or into one called "technician"; or it may have available two non-professional classes: clerical and technician; or, as is the case in Illinois state universities and colleges, it may have available any one of the classes approved by a city-wide, state-wide or other-governmental-unit-wide Civil Service Commission.

The Chicago City Colleges' Library Assistant III level has the characteristics of the LTA class as used by the federal government and the state of Illinois University Civil Service System. The College Library Assistant I level would definitely, and College Library Assistant II level most likely would be in the clerical class of the federal and Illinois University Civil Service System.

High school graduation is the only academic requirement for Chicago City Colleges' Library Assistant I; high school and some college (whatever this means) for College Library Assistant II; high school and one year of college for College Library Assistant III.

Let me now turn to still another Chicago library system, the Chicago Public Library. The Chicago Public Library recognizes two categories within its supportive staff: the clerical series and the Library Technician category. The clerical series embraces the levels of Junior Library Clerk, Senior Library Clerk, Head Library Clerk, and Principal Library Clerk. The Library Technician class includes only one level.

The Library Technician without doubt would fall into the Library Technical Assistant category of the State of Illinois University Civil Service and the federal civil service classifications. It is comparable to the Library Assistant category proposed by the ALA criteria. The technician performs reader service functions including reference service, and he does bibliographic checking, some of it complex. He assists in cataloging, in the preparation of special programs, and in the preparation of displays and exhibits. A special feature of the Chicago Public Library Technician class is that a bachelor's degree is an academic prerequisite and it is not indicated that experience could be substituted for this academic requirement.

It is interesting to note that the recent survey of the Chicago Public Library, in the chapter "Personnel for the Future" proposals have been made which would give recognition to the LTA.[12] In fact, the survey urges that the technician program including Technicians I, II, and III should be developed into a career sequence and form a category lying between the clerical and professional levels.

Qualifications suggested for the proposed Chicago Public Library Technicians are as follows:

Technician I	Junior college graduate
Technician II	a. Junior college graduate eligible for promotion by examination after two years of service. b. College graduate by original appointment
Technician III	Promotional from II to III

As contrasted with the qualifications stipulated for the technicians, the levels comprised within the Chicago Public Library clerical category do not have to meet special educational qualifications except for the Head Library Clerk. He must be a graduate of a high school and must also have business college or an equivalent combination of education and experience.

If we should analyze the duties of the various clerical levels of the Chicago Public Library we would find that the Junior Library Clerk would be in the clerical category if the federal criteria were applied. The Senior Library Clerk probably would also fall into the clerical category. The Head Library Clerk would fall into the Library Technical Assistant class since his duties include the following:

Supervision of staff
Planning layout of work
Routine library correspondence
Bibliographic searching.

The Principal Library Clerk likewise would, I believe, be in the Library Technical Assistant class if federal criteria were applied, although he could also be placed into one of the higher level general clerical posts.

The Principal Library Clerk's duties include the following:

Supervision of staff
Assigning duties to those on lower levels
Maintaining complex records (circulation, order)
Supervision of filing.

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[12] Lowell Martin, *Library Response to Urban Change: a Study of the Chicago Public Library* (Chicago: American Library Association, 1969), p. 139.

The examination of the library personnel classifications which were described as well as of other systems reveals that there is no uniformity in work expectation, assignment of duties, or in nomenclature. Some recent or revised personnel classification schemes have introduced the LTA category, often justifying this step with the recommendations made by our professional organizations. Of the several schemes which were examined, a publication issued by the Inglewood, California, Public Library seems especially well devised and executied.

Applying the ALA criteria, the Inglewood study[13] urges that henceforth the Inglewood Public Library use the Library Technical Assistant category and include within it the following positions:

Information Assistant
Book Order Receiving Supervisor
Circulation Supervisor
Catalog Supervisor.

It is quite evident that the LTA class has been gaining recognition. It is also evident that considerable confusion still exists as to what functions do and what do not constitute work on the LTA level. That confusion still exists is not astonishing, in view of the fact that for a long period the library profession itself could not arrive at clear cut distinctions between the various staff categories. However, with the aid of such tools as the ALA-proposed criteria and the federal civil service GS-1411 series we can eliminate this confusion.

It should be stressed that Library Technical Assistants perform diverse tasks, the specific duties depending on the kind of library to which they are assigned. There is a certain parallelism between the variety and range of functions performed by the many types of professional librarians and the variety and range of functions within the LTA category. A Library Technical Assistant who works in a school library will have to be able to perform supportive tasks proper to the school library's needs; a Library Technical Assistant who works in a special library has assignments which support this library's goals; a Library Technical Assistant who is engaged by a college library is expected to have abilities, skills and interests which can further the goals of the college library. Whether a library staff member who works in a supportive capacity is to be viewed as a clerk or as a library technical assistant will depend largely on the complexity of his job, on his understanding of library procedures and on the amount of responsibility he carries.

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[13] Inglewood (Cal.) Public Library, Library Organization, Positions and Relationships. (Processed: January 1969)

RELATED MATERIALS
Job Descriptions

Illinois University Civil Service System
Classification Specification for Library Clerk I

Function of Job

Under direct supervision from a designated supervisor, to perform routine clerical tasks in the library

Characteristic Duties and Responsibilities

Fetch, shelve, and shift books and other library materials
Keep books in order on shelves
Charge and discharge books
Stamp, letter, and mark new acquisitions
Do simple typing
Prepare materials for the bindery
Repair books
Sort and file cards
Unwrap and prepare incoming and out-going shipments of books
Perform messenger service
Perform related duties as assigned

Minimum Acceptable Qualifications

Clerical aptitude
Ability to type at the rate of 35 net words per minute
Accuracy
High school graduation

Additional Desirable Qualifications

One year of university work
Library or clerical experience

Promotional Line

Library Clerk I, Library Clerk II, Library Clerk III, Chief Library Clerk

Classification Specification for Library Clerk II

Function of Job

Under direct supervision from a designated supervisor, but with some independence, to perform clerical, technical, and other duties of average difficulty in the library

Characteristic Duties and Responsibilities

Assist in routine circulation and reading room services
Give out information as authorized
Prepare basic library records
Do routine checking of records, catalogs, and trade bibliographies
Receive, record, and route new acquisitons
Make simple changes or additions in catalog and other records
Do library filing
Keep statistical records
Handle mail and routine correspondence
Repair books
Prepare materials for binding
Assist in book inventory
Supervise student assistants
Perform related duties as assigned

Minimum Acceptable Qualifications

Clerical Aptitude
Ability to type at the rate of 35 net words per minute
Accuracy
High school graduation
One or more years of university work, unless offset by at least one year of general clerical or library experience

Additional Desirable Qualifications

Ability to read one or more of the principle European languages, in addition to English, with the aid of a dictionary
University graduation
One or more courses in library science
One or more years of general clerical or library experience

Promotional Line

Library Clerk I, Library Clerk II, Library Clerk III, Chief Library Clerk

Classification Specification for Library Clerk III

Function of Job

Under general supervision from a designated supervisor, to be responsible for the performance of clerical library duties involving the exercise of independent judgment, and, in some positions, supervision of clerical and student personnel

Characteristic Duties and Responsibilities

Be responsible for the efficient performance of clerical duties in a division of the library as assigned

Assist in circulation and reading room services
Give out information as authorized
Do searching in library records and bibliographic tools
Supervise the recording and routing of the routine types of new acquisitions
Do library filing, revise certain types of this filing, and make additions or changes on library records
Prepare statistical and time records
Assist in book inventory
Care for and issue supplies
Train, and direct, clerical and student personnel
Handle mail and routine correspondence
Repair books
Prepare materials for binding
Perform related duties as assigned

Minimum Acceptable Qualifications

Knowledge of library records and practices as related to the duties assigned
Ability to work independently
Supervisory ability
Clerical aptitude
Accuracy
Ability to type at the rate of 35 net words per minute
High school graduation
One year of university work - or - One year of library experience in addition to the library experience required
One year of appropriate library experience

Additional Desirable Qualifications

Ability to read one or more of the principal European languages, in addition to English, with the use of a dictionary
University graduation
One or more library science courses
Six months experience in the library to be served

Promotional Line

Library Clerk I, Library Clerk II, Library Clerk III, Chief Library Cler

Chief Library Clerk

Function of Job

Under general supervision from a designated supervisor, to be responsible for efficient clerical operation of a principal administrative library unit

Characteristic Duties and Responsibilities

- Be responsible for the efficient performance of clerical library personnel in a principal library unit
- Interpret library records to staff and faculty
- Do routine bibliographic checking
- Keep statistical records
- Perform related duties as assigned

Minimum Acceptable Qualifications

- Considerable knowledge of university library records and practices
- High clerical aptitude
- Supervisory ability
- Accuracy
- One year of university work - or - One year of appropriate library experience in addition to the library experience required
- Two years of appropriate library experience

Additional Desirable Qualifications

- Ability to read one or more of the principal European languages, in addition to English, with the aid of a dictionary
- Ability to type at the rate of 35 net words per minute
- University graduation
- One or more library science courses
- One year of experience in the library to be served

Library Technical Assistant I

Function of Job

Under general supervision from a designated supervisor, to perform technical work in the processing, recording, filing, and circulation of library materials, the performance of which requires the application of standards of judgment based upon a knowledge of the purposes and work processes of library science

Characteristic Duties and Responsibilities

- Maintain complex library records which require a functional knowledge of standard bibliographical forms, or in which the complexity of the work flow necessitates the use of several related files to maintain any one of them, or to process a single transaction
- Record the receipt of serial publications, maintain serials records, add duplicate copies, and check in lengthy sets of periodicals
- Place materials on reserve, assist in inventorying the collection, search missing books, and interpret Library Lending Code

In small units, supervise stack maintenance and shelving, including such tasks as arranging shifting of collection, training and supervising student assistants, and scheduling and supervising shelf-reading program

Process interlibrary loans

Do elementary searching and checking

Under supervision, may catalog with Library of Congress cards, processing perfect matches, but referring non-matches to a supervisor

Provide guidance to library clerical employees of lower rank and to student employees in the performance of their duties

Perform related duties as assigned

Minimum Acceptable Qualifications

Reading knowledge of a foreign language sufficient to identify books and other library materials as required by the library unit to which certified

University graduation - or -

High school graduation and three years of library work experience two years of which must have been directly related to the processing, filing, and/or circulation of library materials

- or -

An equivalent combination of education and experience with a minimum educational requirement of high school graduation

Additional Desirable Qualifications

University course work in library science

Knowledge of library working forms, cataloging tools, and processing techniques

Library Technical Assistant II

Function of Job

Under general supervision from a designated supervisor and/or from members of the professional library staff, and in accordance with established operating procedures, to perform moderately complex technical library work involving a wide variety of duties which require specific functional knowledge of, and experience in, library procedures and systems

Characteristic Duties and Responsibilities

Search library files and other sources; do routine verification of bibliographical references; do non-complex bibliographic checking in English and in foreign languages; identify, order, and process library materials

Do simplified cataloging, catalog with Library of Congress cards, and establish and maintain serials records

Perform elementary reference work limited to the answering of requests for factual information available in the more commonly used reference tools, provide information about library regulations, and direct readers to shelf locations of library materials

Direct the activities of a subprocessing unit in a catalog or acquisitions department, such as binding preparation

Exercise a supervisory function over student assistants, making up student work schedules and training students in shelving procedures

Maintain physical order and cleanliness in the stacks

Schedule and direct shelf reading program

Assist members of the professional staff with serial inquiries, identification of documents, or searching of second-hand book catalogs or auction records

Be responsible for a library unit during evening hours or on weekends

Supervise library clerical staff of lower rank and student assistants

Perform related duties as assigned

Minimum Acceptable Qualifications

Knowledge of library working tools, records, and processing forms

Reading ability in one or more foreign languages, as required by the library unit to which certified, sufficient to identify library materials in several different, but related, languages

University graduation and one year of experience at the Library Technical Assistant I or comparable level

- or -

High school graduation and four years of library work experience, two years of which must have been at the Library Technical Assistant I or comparable level

- or -

An equivalent combination of education and experience with a minimum educational requirement of high school graduation

Additional Desirable Qualifications

University course work in library science

Knowledge of a subject field such as law, music, art, biology, or chemistry

Experience in library supervisory practices

Promotional Line

Library Technical Assistant I, Library Technical Assistant II, Library Technical Assistant III

Library Technical Assistant III

Function of Job

Under supervision from a designated supervisor who is responsible for the operation of a unit, but with considerable independence, to perform complex technical library work as the working supervisor of a subunit, and to coordinate the overall work output of such a subunit with other groups in a highly complex unit; or to perform responsible work in basic reference, acquisitions, cataloging, and classification which requires a working knowledge of the principles of librarianship

Characteristic Duties and Responsibilities

Do difficult searching and verifying in official, public, and process catalogs to determine if materials at hand or proposed acquisitions are cataloged and in the library, are in process after receipt, or are on order

Perform complex bibliographic checking using trade catalogs, national and specialized subject bibliographic, other tools in English and in a variety of subject and/or language areas

Do simplified original cataloging; catalog special collections of materials

Verify and establish entries for serials publications in broad subject areas and in many languages

Supervise subordinates in preparing book orders, taking shelf inventories, adding new items to serials and documents catalog cards, or in preparing new or revised subject heading cards

Supervise a unit in processing major distributions of library materials, as in receiving, acknowledging and recording gifts, processing transfers, and identifying and disposing of unbound materials

Assist subordinates with difficult and complex serials searching and the identification of documents

Do reference work at information desks including answering requests for factual data available in general reference tools or in the common indexes to library materials

Initiate correspondence necessary to establish and maintain serials records

Direct the activities of a subunit in a public service department, such as a reserve book room

Perform related duties as assigned

Minimum Acceptable Qualifications

Technical knowledge of basic library working tools, record systems, and processing forms

Ability to relate functionally such technical knowledge to overall library operations

Ability to plan and supervise complex clerical processes and technical operations

Reading ability in one or more foreign languages as required by the library unit to which certified; sufficient to identify library materials in several different, but related, languages

University graduation and three years of experience as a Library Technical Assistant, two years of which must have been at the Library Technical Assistant II or comparable level

- or -

High school graduation and six years of library work experience, two years of which must have been at the Library Technical Assistant II or comparable level

- or -

An equivalent combination of education and experience with a minimum educational requirement of high school graduation

Additional Desirable Qualifications

University course work in library science

Knowledge of a subject field, such as law, medicine, art, chemistry, or physics

Promotional Line

Library Technical Assistant I, Library Technical Assistant II, Library Technical Assistant III

Chicago City College

College Library Assistant I

A College Library Assistant I performs clerical duties in a college library

Types catalog cards, serial entries, and other forms

Files catalog cards and checks incoming library materials

Supervises student aides in material preparation and circulation duties

Performs related duties as required

Graduation from high school with experience in clerical work is desirable

College Library Assistant II

Circulates books and other printed materials

Compiles indexes, catalog files and other related library data

Types correspondence using prescribed forms; processes instructional and library materials; supervises student aides and other temporary or part time help

Operates all library and office equipment such as calculator, mechanical charging system, micro device, photocopier, and mimeograph
Keeps ledgers and other bookkeeping records
Performs related duties as required

Graduation from high school with some college courses supplemented by at least two years of clerical experience, one year of which should be in a college or academic library is desirable.

College Library Assistant III

A College Library Assistant III supervised a library clerical unit
Plans and organizes clerical routines in technical processes and routine reference - circulation procedures
Maintains college library serial records
Supervises the ordering of reading materials and keeps serial and reference compilations up to date
Performs related duties as required

One year of college supplemented by at least three years of clerical experience of which one year must be in a college or academic library is desirable.

Chicago Public Library

Junior Library Clerk

Job Summary

Under immediate supervision performs routine clerical duties which can be learned readily in any division, department or branch of the Chicago Public Library. Files and repairs library materials. May shelve books. Follows established procedures.

Typical Duties

Performs routine clerical duties
  Charges and discharges books and other library materials
  Computes and collects fines on overdue materials.
  Secures books and other materials from shelves and files, according to numbers on call slips
  Prepares overdue notices for mailing to borrowers
  Checks circulation files for reserves, snags (books for which book card has not been found), etc.
  Checks information on application cards against files, directories, etc.

- Files library materials
  - Files pictures, pamphlets and other materials
  - Types and files registration records, book orders and other library records
  - May keysort transaction cards
- Repairs library materials
  - Does simple mending of books, music, periodicals, etc.
  - Pastes labels, pockets and date slips in books, periodicals, etc.
- May shelve books
  - May shelve books by sorting and arranging by book number and/or by author and title on tables and shelves
  - Makes rounds of shelves and inspects books to detect errors in filing
  - Refiles in proper place
- Miscellaneous duties
  - Locates books on shelves by book number and/or author and title from call slips
  - Sorts and distributes mail and other materials
  - Stamps books and printed forms with library identification symbols
  - Wraps and ties packages
  - Packs books for shipping
  - Folds leaflets and stuffs envelopes
  - Assists in taking book inventory by reading shelves and circulation files
  - May register borrowers
  - May shellac pages of hand-transcribed Braille
  - May operate a mimeograph, addressograph or switchboard
  - Performs other related duties as assigned

Performance Requirements

- Ability to learn routine library procedures
- Ability to file alphabetically and numerically
- Ability to understand and carry out directions
- Clerical aptitude
- Must be accurate and mentally alert
- Tactful in dealing with the public
- Ability to do elementary mathematical calculations
- Ability to type routine forms and records
- Ability to write legibly and speak correctly
- Physical ability to work on feet for long periods of time

Senior Library Clerk

Job Summary

Under direct supervision performs clerical and routine library work requiring some experience in any division, department or branch of the Chicago Public Library. May instruct and supervise Junior Library Clerks.

Typical Duties

- Performs routine clerical duties and maintains library files and records
    - Registers borrowers for library cards
    - Charges and discharges books; computes and collects fines for overdue books
    - Completes printed forms and form letters by filling in routine data
    - Computes book discounts. Checks invoices against orders for books and periodicals
    - Maintains records of agency book expenditures
    - Follows up overdue notices by telephoning borrowers. Completes delinquent book transactions by filling in proper forms, entering records in registry files, etc.
    - Keeps cash records and statistics by entering daily records and balancing monthly records
    - Files circulation records, registration records, book orders, catalog cards and other library records
    - Maintains records of periodicals and other library materials received
    - Maintains shelf-list file by recording new copies of books and cancelling records of books withdrawn
    - Types, and may revise, routine records, including catalog cards, etc.
    - Prepares stencils
    - Maintains files of borrowers' requests for specific titles
    - Locates books requested and matches them with requests in file
    - Notifies borrowers by mail when requested titles are available; holds books on reserve shelf for specified time. Returns books to shelves when all requests have been filled
- Miscellaneous duties
    - Prepares monthly and annual circulation reports
    - Requisitions supplies from stock room
    - Maintains records of additions to and withdrawals from library collection
    - Assists in taking inventory by comparing books on shelves, bindery and delinquent records, etc., with shelf-list
    - Operates business machines such as typewriters, adding machines
    - Performs other comparable and related duties as assigned
    - May instruct and supervise work of Junior Library Clerks

Performance Requirements

- Working knowledge of routine library methods and procedures
- Aptitude for clerical and routine work. Must be able to type
- Ability to do mathematical calculations which involve computing fines, checking bills, discounts, etc., and balancing simple ledgers
- Ability to file alphabetically and numerically
- Ability to supervise Junior Library Clerks
- Must be accurate, mentally and physically alert, and have good vision and hearing

Must be tactful in dealing with public and have ability to work well with others.
Ability to speak correctly and write legibly
Must be neat in appearance
Capable of standing for several hours at a time

Chief Library Clerk

Job Summary

Under general supervision performs advanced and responsible library clerical work requiring considerable experience in library clerical procedures. May supervise unit of work. Does related work as required

Typical Duties

May assist department head in supervising unit of work, involving supervision of staff of subordinate clerical workers.
Arranges staff schedules
Plans, lays out and assigns work to staff
Exercises immediate and close supervision of work in progress
Maintains work flow to meet established time schedules
May assist in training staff
Supervises preparation and maintenance of extensive files and records
Prepares statistical reports; computes discounts; performs other mathematical computations of some difficulty
Lays out and types complex statistical reports
Handles routine library correspondence
May supervise operation of mechanical equipment
May do bibliographic searching
May be responsible for ordering, storage and distribution of library supplies and equipment

Desirable Qualifications

Training and Experience
Graduation from high school plus business college or an equivalent combination of education and experience
Several years of additional experience in progressively responsible library clerical work
Knowledge, Abilities and Skill
Broad knowledge of modern clerical routines and procedures
Knowledge of library policies and procedures and thorough knowledge of library clerical operations
Knowledge of business mathematics; knowledge of secretarial procedures

Ability to plan, organize and supervise work of others
Ability to establish priorities and procedures to maintain work flow in relation to established time schedules
Ability to make decisions involving considerable independent judgment
Ability to work well with others; to meet the public; and to exercise tact in dealing with staff and public

Skill in application of clerical techniques and procedures to various and complex library operations
High degree of accuracy and alertness
Skill in operating office machines, such as typewriters, calculators, duplicators and other business equipment

Principal Library Clerk

Job Summary

Under direct supervision of the agency head, takes charge of a unit of work in a Central Library department or division, or in a Regional Branch, or takes charge of a Sub-branch or Traveling Branch under the direction of a parent branch. Involves the supervision of several clerical employees and/or the performance of complex clerical duties

Typical Duties

- Supervises Staff
  - Assigns clerical duties to Junior and Senior Library Clerks
  - Instructs staff in approved methods and assists staff with difficult problems
  - Reviews work done by staff
- Maintains Records
  - Maintains complex records and statistics of considerable scope such as those involved in circulation records, order work, purchasing, the administrative offices, etc.
- Maintains Files
  - Performs or supervises filing of a highly complex nature, using systems which are alphabetical, numerical, classed, etc.
- Does Simple Bookkeeping and Maintains Financial Records
  - Does simple bookkeeping and maintains financial records which are involved in purchasing, book order work, binding, etc.
  - Checks invoices, computes discounts, distributes costs, etc.
- Prepares Correspondence
  - Writes routine and form letters and inter-agency communications

Operates Office Machines
  Operates standard office machines such as the typewriter, electric typewriter, adding machine, calculator, Verifax, mimeograph, etc.
Miscellaneous Duties
  Does bibliographic checking
  Supervises clerical circulation services to the public
  Performs other related tasks as assigned

Performance Requirements

Thorough knowledge of library policies, methods, procedures and records as they apply to clerical functions
Knowledge of standard sources of bibliographic data
Familiarity with modern office machines such as typewriters, adding machines, calculators, mimeographs, etc.

Ability to supervise clerical workers
Ability to understand and carry out effectively, complex oral and written instructions
Ability to apply the techniques of business arithmetic to library procedures
Ability to handle invoices, discounts, statistics, etc.
Ability to write clearly and effectively and to speak correctly

Must be accurate and physically and mentally alert
Must have good memory for details and ability to relate them to complex procedures
Must have the ability to work well with people

Library Technician

Job Summary

Under professional supervision performs sub-professional library work in a department of the Central Library or in a branch library. Assists at public service desks. Assists readers to make effective use of library facilities. Does bibliographic checking of various types. Assists with library programs and activities. Assists children's librarian. Performs miscellaneous duties as assigned.

Typical Duties

Assists at Public Service Desks
  May answer room and telephone inquiries for factual information, using directories, handbooks, etc.
  Assists in registration of borrowers
  May interpret loan rules and procedures to borrowers
  Assists at circulation desk as required

- Assists Readers to Make Use of Library Facilities
  - Assists readers in locating specific titles and vertical file materials
  - May instruct readers in arrangement and use of card catalog, periodical indexes, etc.
- Does Bibliographic Checking of Various Types
  - Does bibliographic checking to verify short loan requests
  - Assists librarians in selection and cataloging of books by performing bibliographic checking of various types
  - Checks library holdings against standard lists
  - Assists with inventory by checking shelves against shelf list and special files
- Assists with Library Programs and Activities
  - Assists with preparation for special library programs, involving use of films, books, recordings, etc.
  - Assists with seating patrons and taking attendance at special programs
- Assists in Arrangement of Displays and Exhibits
  - May arrange books and other materials selected for display in windows, cases and bulletin boards
- Assists Children's Librarians
  - Assists children to register for library cards
  - Assists children in use of card catalog
  - Assists children in locating specific titles on shelves and in use of most commonly used reference books
- May Assist in Cataloging Processes
  - Does pre-cataloging checking of authors and titles
  - May assist in cataloging fiction, Braille, and talking books
  - May assist in shelf-listing and revising shelf-list filing
  - May revise cancellation and withdrawal of catalog cards
  - May assist in catalog filing and revise filing in card catalogs
- Performs Miscellaneous and Related Duties as Assigned

Performance Requirements

- Must be graduate of accredited college or university
- Possess broad knowledge of and interest in library materials and functions

- Ability to work well with others and to meet the public pleasantly
- Adaptability and the ability to work quickly, accurately and with the exercise of independent judgment

Proposed Technician I, II, and III

Technician I to be junior college graduates

Technician II to be a Technician I eligible for promotion by examination after two years, or an original appointee with a four-year college degree

Technician III to be promotional from Technician II by examination

> . . . This will not be a large step upward for technicians who are college graduates. New technicians will be given a period of inservice training and then a period on the job directly under a professional. They will be able to handle a wide range of assignments involving complex operations, they will man both children's and reference desks in branches, and Technician IIIs will be in charge of all except the largest neighborhood branches. In thinking of the capacity of technicians to provide direct public service, after appropriate in-service training, it must be remembered that many will be college graduates and therefore have as much general and subject background as graduate librarians. Finally, the enlarged technician group will make it possible to hire personnel from within local neighborhoods, particularly in ghetto areas, for staffing of the varying and differentiated programs to be provided in such localities.[1]

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[1] Lowell Martin, Library Response to Urban Change: a Study of the Chicago Public Library (Chicago: American Library Association, 1969), p. 139.

Discussion

Question: I would seriously like to know if there is any objection to the library technical assistant's program, to these people being used particularly in small libraries, where library education per se is not completely required? Would they ever be hired in place of librarians? I have wondered about this.

Noel Grego: They have been used in a variety of ways. Maybe Rhua Heckart, immediate past president of COLT, might like to answer that question.

Rhua Heckart: They are used primarily as supportive staff in their particular types of libraries--special, public, or, in some states, school libraries. There have been cases where the paraprofessional has been put in charge of a very small rural library, which does create at least some problems of conceiving the effectiveness of this person in this particular job. But I think that in the few instances where I knew this to happen, there was no one else available. I do not think anyone would recommend this.

Noel Grego: I believe the Asheim paper addresses itself to that very problem.

Fritz Veit: I have been asked a question and, since the person who asked me the question did not ask it publicly, I will repeat it. Is there a difference between Library Technician and Library Technical Assistant? These terms, as far as I know, are used interchangeably. I believe the term Library Technician is being used because at the community colleges and at the junior colleges where training takes place, library technicians are placed on a level with technicians in other fields. In para-medical, engineering, and so on, people who go through a specialized two-year program are called technicians. This is why the word technician has gotten hold in this category. But I am using these terms interchangeably, and I have so used them in my presentation. I would also like to make a comment on the earlier question. Nobody, as Mrs. Heckart stated, advocates that library technicians be used in lieu of professional librarians, but there are many sins committed in the library field and you will find, perhaps, more instances that you desire where a person is so used--where a person on a technician level is the only library employee. I have here a job description from the Public Library Division of the State of Tennessee. People are called librarians in this description who have never gone to library school, but who are expected to perform professional functions, expected to attend professional meetings, and even get credit towards professional status by attending professional meetings. Though there are many sins committee along these lines, the clarification which this group wishes to establish would be very helpful in sharpening the lines of demarcation between the professional and the paraprofessional. COLT does not advocate it, nor do any other professional librarians advocate that library technicians be used for purely professional jobs.

Ernest [illegible]: Some points that I did not cover, or only referred to or alluded to very quickly in my presentation, are points I want you to keep in mind in preparing and using job descriptions and in getting acceptance of job descriptions.

The job description should not include the personal qualifications desired for the position. That belongs in the job specification section. When you are using job descriptions, you should not consider them as straight jackets but as flexible guides in the process of standardizing the duties of that position. Anybody who wants to work, should be provided with room for growth. Some people are enthusiastic and want to learn more about the library field. If you feel that this is not encroaching upon somebody else's specific duties or would not cause any unnecessary duplication, you may want to have that person do a few things if time permits. Job descriptions should not exceed a page and a half or two pages. If it is three pages, it is probably too detailed. Job descriptions should not be too detailed because this can be confusing and act as a deterrent to anybody wanting to use them. Job descriptions should not be filed away and forgotten once they are established. Changes in methods, material, and personnel objectives make the job descriptions out of date. The previous speaker referred to some of the changes in many categories taking place already in the Civil Service Commission classifications, making it necessary to rewrite job descriptions. The document should be referred to occasionally to see if it must be rewritten. Use of technical jargon should be minimized. It is inevitable in most descriptions. Attempts should be made to make the description readable to people of various backgrounds. More than one source should be utilized to gather necessary data. Here, for example, in this workshop, you probably will be relying on one source--your own knowledge of what a position of library technical assistant normally includes, and, by reference to the guidelines provided by the criteria. In actual practice, you will probably want to use two or three methods: the questionnaire, observation, or interview.

[illegible]: I was just thinking about the previous question about LTA's and public libraries. If you have a tiny library and it is part of a large system even though the library is autonomous, would you prefer an LTA that is trained or a volunteer housewife that never heard of Melvil Dewey or a professional librarian who is absolutely out of place in the library community of two or three thousand people? I really think that an LTA could be a fine addition to one of those small libraries while I would not necessarily advocate this as a substitute for a professional person or a professional person in a community. I think that a trained library technician would be of greater value to the small library than someone without any knowledge.

[illegible]: I think your statement that an LTA would be an addition is important. Perhaps you may have an LTA working under the direction of the librarian. I think that is more desirable than to have an LTA in charge of a library. Of course, as Doctor Veit pointed out, it has happened, it does happen, and I suspect that it will continue to happen because there is a shortage of librarians.

Fritz Veit: I would consider it completely within the purvue of library technical assistant"s category that one may employ such a person, but I would emphasize, under good general supervision. If we have an LTA III we would have a person who, I believe, would be very well trained; homefully, a person who has had some college and is considerably experienced. If such a person works under good general supervision, he could probably perform the functions you say he should perform in a manner superior to a housewife without any library training. One is always fearful of non-librarians invading the professional area, but one should be aware of it that if we do not employ a technical assistant in that situation we would get a housewife who is not trained at all. Of the several possibilities, take the best one, even if it is not perfect. I would see a place for technical assistants to work under the supervision of a librarian.

William Woods: I had an LTA student who told me recently that she turned down such a job when one of the librarians resigned or quit because the pay was too small.

Joanne Klene: This is part of the problem. I can think of several libraries, one in particular where the total annual budget is $10,000. Now what can they possibly do with this. In the first place, they should not exist but they do. They have a girl heading that library who was a high school page in that library and who, because of illness, never even graduated from high school. And she is administering this library. Now I think it would be much better to have an LTA than to have a person whose only experience was that of a page.

Question: I am wondering if the library system that we hope will come into being might not help out in that we would put the LTA into a small village library of just a few hundred people. This LTA is better trained than just a high school graduate or a housewife. If the LTA is under supervision from a system-wide librarian, he will have the professional guidance he needs. I know of two village libraries who hired people just because they liked books.

Noel Grego: Miss Klene, you come from the Suburban Library System. Could you tell us about the problems involved.

Joanne Klene: I know that this lady is from Wisconsin, so that she may not be aware of the fact that there are eighteen systems in Illinois, and yet this is the kind of thing I am thinking of--where we have the professional staff for supervision, the small libraries with library technical assistants would be much better than those with the housewife or high school page worker.

SATURDAY, JANUARY 24, 1970

REPORTS OF GROUP SESSIONS

Sister Mary Chrysantha (S.M.C.): We will begin our work today with reports of the work the discussion groups did yesterday afternoon. Reports will be given by William Woods from Kennedy-King College; Mary Jane Rudolph also from Kennedy-King College; and Richard Taylor from Wright College.

William Woods: We touched upon job descriptions several times, but the discussion never really got off the ground. The job description for the LTA ought to show the job description for the librarian at least for continuity of work tasks and assignments of work. This ought to be part and parcel of the same job description. This ought to be important to the library schools to let them know where they perhaps might revise their program, especially in the areas of administration. It would seem that with more LTA's there is more for the librarian to supervise, administer, plan. We wonder if the library schools are keeping up with this trend.

Mary Jane Rudolph: In the two groups under my care we talked about many of the same things that Mr. Woods has mentioned. We managed to define a list of tasks that could be or should be performed not by the librarian, not by the library clerical personnel, but by whatever this creature is we define as library technical assistant. Altogether we came up with the following:

First of all, the library technical assistant should recognize for himself the limits of responsibility, the limits of authority inherent in his position without having to be supervised in this regard all the time. In the area of circulation, we decided that library technical assistants should supervise the circulation unit. Of course, he is ultimately under the direction of a librarian, but he should be the practical operator on the supervising level, including overseeing subordinate clerical personnel as well as student assistants, pages, other subordinates. This job could involve the supervision of or performance of... depending on the size of the operation--the registering of borrowers; sending of overdue notices and fines; supervising stacks; searching of missing titles; supervising student aides; reshelving; checking out and discharging materials; maintaining circulation statistics; determining or suggesting of materials for rebinding, weeding, or possible discard or storage; and suggesting of additional materials, especially added copies to be purchased. Also under this general topic, of circulation, putting books off and on reserve and perhaps supervising the reserve room unit, or subunit.

In the public service area, an LTA would answer directional questions, refer reference questions beyond his capabilities to the librarian, handle incoming interlibrary loans, accept and verify requests for interlibrary loans.

Audiovisual possibilities include reserving and ordering of rental films, maintaining equipment, and preparing visual aids.

Public relations was another area considered. Work in public relations for LTA's might include preparation of exhibit material, compilation of book lists and various assorted publicity jobs.

Finally, in technical processing: first, cataloging--we felt that LTA's should supervise card preparation; also might type cards from rough copy--although an LTA would not be expected to type cards from completely prepared copy; filing catalog cards. Someone suggested that this might be a task done without revision by anyone else. Recatalog materials; process added copies and new editions; remove catalog cards; assign book numbers or cutter numbers; take care of the physical maintenance of the catalog--for example, making labels, inserting guide cards as needed, changing such things as needed; and do relatively simple descriptive cataloging.

We spent a lot of time in serials because of the particular relevance to LTA work. We felt that an LTA could supervise a serial unit, which would include the recording and claiming of serials and periodicals and the collection and preparation of serials and periodicals for binding. An LTA could check incoming binding shipments and update records. We were very clear about the fact that we thought a librarian must make the initial decisions regarding serials; that is, "What is a serial in this particular library and how it is to be handled," but from that point ordinarily an LTA could supervise or do the work.

In acquisitions: supervision of the receiving operations could be handled by an LTA. This would include checking materials against invoices, preparation of purchase orders, maintenance of acquisition files, maintenance of account records--although in some institutions an accounting clerk might do this--bibliographic searching and accessioning in institutions which do accession.

We never did get beyond the beginning stages of talking about gradations within each of these groupings; however, we were quite aware that some tasks are a good deal simpler than others and there could well be grouping. Also, we had not got around to talking concretely about salaries.

Richard Taylor: I have come to the conclusion that I don't learn well. Years ago I was told never to volunteer for anything and yesterday when I told Mrs. Johnson I'd take notes, I didn't realize I would be up here reporting to you. Mrs. Johnson should really be up here.

We also had a very animated discussion yesterday afternoon. Toward the end it became quite animated in a way when we got around to salaries. But we came up with many of the same jobs or descriptions of jobs that we felt could be performed by library technical assistants. Some of these will be repetitious. As I wrote these up on the train going home last night, I realized that there are a few more that we can add.

Many of these are general in nature, too. Maybe if we had taken the time to break down exactly what we mean in some of these areas the list would be a little longer yet. In public services, supervise circulation routine and personnel. This can be broken down into many facets. Maintain circulation statistics, supervise reserve room or reserve collection, interlibrary loans. Provide information service. That is, of the directional type: "Where do I go to find this type of thing?" Prepare a simple bibliography or book list; maintain a clipping service, route information of interest to the faculty, assist in public service programs--here we had in mind such things as story hours or film programs, record programs, depending upon the situations. Instructing use of simple library tools--I don't like the word simple, but I could not find anything else. We meant here, use of the card catalog, the Reader's Guide, the Book Review Digest--this type of thing. They are not really simple, but we take them for granted as librarians. Answer simple reference questions, arrange displays and exhibits, prepare public relations releases, maintain pamphlet collections, maintain community resources files, maintain periodical sections, and someone mentioned maintaining government document section. Now this would be in a situation where this is not an extensive government document collection.

In the area of technical processing, supervise and maintain a card catalog, perform easy cataloging. By this we mean, added copies, fiction, and the like. Do cataloging, especially adaptations from prepared copy, assist in the reclassification if this happens to be going on, maintaining an inventory of supplies, verifying bibliographic information, ordering material--not selecting, but the actual ordering process, supervise binding procedures, supervise preparation of materials for use; locating LC catalog information.

In the area of audiovisual, preparation of simple AV materials, ordering and scheduling of materials, simple maintenance of equipment--a squirt of oil, replace a lamp, this type of thing, not the technical part.

Then we have another area which does not fit in anywhere. So I have called this other categories. This says something about maintaining personnel records--sick leaves and so on and so forth.

And we did get around to discussing salaries. We could have spent about three more hours discussing the subject. But when asked what a person who can perform such services should be paid, the amounts given, based on a twelve month contract, ranged from $5500 a year to $7200. We quickly recognized that this would depend on a number of things--geographic locations, the competition in the field and so on. Two people suggested $5500, one said

$6000, one said $7000, and one brave soul said $7200. The rest were noncommittal.

Discussion

S.M.C.: You may have some questions or you may feel that something you said that is important has not been summarized here. I now open the meeting to discussion.

Dorothy Johnson: I would like to say just a little about what our problems have been in these two workshops. First of all, we assembled primarily to address ourselves to the writing of job descriptions. As difficult as that may seem, it is not an insurmountable task. I was interested in the statement made earlier that in addition we should also be thinking about writing job descriptions for professional librarians. And I just wanted to clarify that statement. Our problems are infinite as you know and if we digress into that other huge problem of writing job descriptions or combining a job description for professional librarians with our own task here, I don't really see how we can accomplish both of those. Both of these are huge tasks and what I would like to see us do is address ourselves first of all to the library technicians. As an organization our responsibilities, first of all, fall with the library technicians, with people who are involved in training library technicians, and what I would hope, though, is that if we do this job and do it well, others who are concerned with the other part of the problem will do that. We will hope that our job well done with the suggestions and the recommendations from these workshops will in turn be a kind of catalyst action for others. Then, the other thing I wanted to clarify is this. I don't think our responsibility as a Council on Library Technology has any prerogative really, for doing anything about programs in library schools, as important as we know that area is, but I think if we address ourselves to our programs--finalizing them, assuring them of doing whatever we need to do with them, then other people who are concerned with these other vast problems will in turn do something about those problems. But I would hope that we would not digress in this workshop or any other of our workshops to undertake a huge task such as addressing ourselves to changing library school programs or writing job descriptions for professional librarians.

Ambrose Easterly: I agree with both the speaker and Mr. Woods. The problem here is that all of these jobs are interrelated and in addition to what the librarian does, there is the problem of what is the distinction between what the LTA and what the clerks would do or what the student aides would do. It is entirely possible that in one situation, all of these jobs are to be done by one or the other and there is a problem there of trying to distinguish between the areas where the LTA's might have clear cut responsibility and where the clerks or the clerical assistants that we have will have a clear cut responsibility.

It is part of the picture and in our discussions yesterday it kept coming up: "Now this is not something you expect a library technician to do. That is a clerk's job," or "That is a student's job." So it is part of the problem, and while I appreciate the fact that you can't take on, for necessity of time, to set up job classifications for one entire library area. At least some attention will have to be paid to trying to catagorize those tasks which fit into each of the classifications.

Joanne Klene: I don't think coming from all kinds of institutions, sizes, and types of libraries that we could come up with a job description that would fit anyone in particular, unless we had a model job description or a sample job description, because this would depend upon the local or individual institution and from that standpoint it would be nearly impossible to do one for every position that would be on any one staff. I thought for a long time that the library graduate school should do more about administration and if there is any way we can at least recommend this to them and tell them that is our feeling, we should do it. I don't think it ever hurts for a group to make its feeling known as a group.

Barbara Chernik: I think that as we delineate the job descriptions for the library technical assistant, we should take into account the library and the job classifications as they are already set up. Many times in libraries that have job classifications, there is no library technical assistant classification. And I have heard and you have probably heard that, "Well, we can't use your graduates. We don't have any place for them." So unless COLT at a general meeting in the spring takes into consideration delineating some of the jobs, a librarian can look at the job description of the library technical assistant and say, "Well, my library assistant is already doing half of this and the library clerk is doing the other half, so forget it." We have to look at the whole thing and I hope that COLT as they work on it, will try to include the whole thing, rather than just make a beautiful job description that will fit the whole background.

James Wallace: I did not get to your discussion yesterday, but one factor of a good job description is that clear delineation of limitations be included. In other words, job descriptions for library technical assistants should be clearly delineated, stating the point beyond which they do not go, beyond which they do not have authority, beyond which they cannot perform because the work is above the technician's level and also delineate what things technicians do not do because this is clerical work.

Fritz Veit: At this point one word is very important. It is paramount. We should be aware of the fact that no job is necessarily exactly the same in all situations. The librarian performs and will perform in the future some jobs which are not purely professional. A library clerk will perform some jobs which may be technical. Technicians will perform some jobs which are clerical and some that may be professional. But this is important. What do we intend a person to do mainly or primarily? I believe what we want to do by the library technical assistant's category is to shift some of the jobs done now by the professional to the technical assistant category. But we should not expect that we can in all instances at least in practice delineate exactly what a person has to do. Any of us who have engaged in such aspects of librarianship know how difficult this is and how difficult it will remain. But to delineate at least theoretically what we consider ideal, is, I believe highly desirable. But we should not forget that in practice we may not attain this completely. What is of paramount importance in a person's job is what is significant.

S.M.C.: I think that as we finalize this work, we will have to take all of these statements and these comments into consideration. I do not think anyone intends to delineate this to the degree that it would not be practical. This will probably evolve into some more or less general guidelines. There are a number of problems that are related with this. The rest of today's session will address itself to what seems to be a very logical outcome of the particular problem, the problem of certification. The idea of what kind of jobs are done will help evaluating the work of an LTA as against the person who is seeking recognition for library work or library science credits. If these things are delineated well, it seems that other problems will be better understood.

Barbara Chernik: I'd like to raise a question if I may and I do not know who it might be directed to. I'd like to know how the discussion we have had, that they are having at the other regions will come up with something more delineated than the Booth report and the Deininger report. It seems that these reports have already come up with a good example of job description that we could just take, put perhaps into a better form or into a new form separate from the reports themselves and present them since they are all already ALA approved. I am wondering if perhaps we might be duplicating our efforts on this discussion.

S.M.C.: I do not think we are duplicating efforts. This question has been raised innumerable times. The problem that seems to arise around the country when we have met with the national group has been that these still do not seem to be specific enough to help. It is a matter of not duplicating, but of implementing. Perhaps for some people these reports are satisfactory and are serving their purpose and for these people there are no problems. But there is evidence that there are still many problems in these areas, problems, for example, for people who are developing curriculum.

Joanne Klene: What do you expect to do with the report to help with the implementation when you get it finalized? I mean, where do you go with it? To ALA? To the country, to the schools? Then what will follow? All the others have been made public and nothing has happened really.

S.M.C.: Oh, I think things have happened. People have recognized them, have used them. I know of at least three LTA programs now that have developed since the ALA-LED criteria have come out. These programs have been developed along these guidelines.

Joanne Klene: Can't we just reinforce them?

S.M.C.: Reinforce them and implement them.

Joanne Klene: So you will concentrate on implementation?

S.M.C.: That is right.

Dorothy Deininger: Well, you know, our work is not finished. Our committee is extended for a two-year period and I think you could help us by telling us what you would hope we would develop further. One of the tasks that we have already begun is the development of educational objectives for each of the areas where instruction was recommended and to attempt to illustrate one or two of these areas with fairly detailed outlines for instruction. Now is this the kind of thing that will help you most?

S.M.C.: Thank you for opening that area, Miss Deininger. We would like to work with you instead of parallel to you. We are willing to give of our time and work and energies and experiences to help you.

Dorothy Deininger: We have the authority to ask the assistance from any groups. If you have something that you can give to us or individuals you can recommend to us, well, that's fine. Otherwise we cannot do more than be represented ourselves at meetings and getting some people from this group represented on the committee.

S.M.C.: Meeting each other at gatherings such as this do give you some guidelines. The officers of COLT are publicly known so that individuals from this group to help you are accessible.

CERTIFICATION OF LTA'S

Introduction

Sister Mary Chrysantha Rudnik

It is quite obvious from the discussions that we have heard that certification of library technical assistants is a problem. One of the questions raised this morning was concerned with the acceptance of library technology credits as library science credits for school librarians. This is one of the fears of librarians. This also reflects some of the fears and concerns of people who have been working with library technician programs who want LTA's to be used, not abused. I do not think there is any director of a library technical assistant program who welcomes the fact that a state certification board will accept library technology courses or credits as credits for school librarianship. I think this is an area where clarification is needed most in our dialogue betwee state certification boards of whatever form they might be and the directors of the library technical assistant programs. Perhaps part of the problem is that when we do speak of certification, we get this tied into teacher certification so much. The certification that many of us are talking about refers to certification of LTA's as LTA's, not to get LTA credits recognized as fulfillment of library science credits.

Our speaker this morning, Mrs. Rhua Heckart, has been facing the problem of certification in many forms and shapes in her own state of Ohio and in her neighboring state of Michigan. She has been in the original founding group of COLT, is its immediate past president, and, therefore, the problems of LTA programs have been very close to her--the growing pains of this type of worker, the growing pains of developing programs, the growing pains of developing an association that works with these people in mind are very real to Rhua. She is an associate professor at the University of Toledo. She, therefore, is bringing with her many credentials and background to share with you the concerns, the problems, and the questions that arise in relation to working for certification of LTA's.

Presentation

Rhua Heckart

Some general observations I might make in regard to this problem of certification is, first, the literature is, for all practical purposes, devoid of any information and research on the topic of certification of the LTA. Second, certification as such is practically nonexistant in both the United States and Canada in respect to LTA's. Third, certification and licensing of some form or other has occurred in most states in regard to other technical paraprofessional positions: engineers, nurses, cosmetologists, X-ray technologists. However the battles in these particular professions have been long, difficult, often painful. So when we talk about certification of the LTA's it is not new unproven battle ground. It can be accomplished. Other people have suffered the same pains that we will suffer.

Just a little background to give you the status of state certification of LTA's to date. First of all, the Federal Government came out with their GS 1411 series which I am sure you are all aware of, and did make some first definitive effort in respect to defining the position. Michigan is the only state that has state certification of the library technician. In Michigan, there are three levels of certification: professional and professional certification of people who have completed the five year degree from an accredited ALA graduate school, the technical level and the library experience certificate. Now, in regard to the technical level, Michigan does have written certification which delineates the requirements for LTA certification. It is a rather general certificate which is good for any library within the state, whether it is public, school, academic, or special. The requirements for the certificate are not particularly stiff. The student is required to complete a questionnaire and this must be accompanied with a transcript of courses from a two-year accredited institution. Upon review of this and a recommendation from the college, the student is granted a technical certificate--or LTA certificate. Certification as such as been in effect in Michigan for five years. How did it come about? This was fought on the state library level and the state librarian was primarily responsible for getting the area of certification defined and implemented. In addition to this, each local district may further define the requirements as they feel is necessary.

In California and other states that follow this procedure, there is, what they call, professional and classified. Classified staff refers to all staff within the state from custodial up through technical. At the present time efforts are being made in California to define different levels of classified staff. That is the direction they are moving. In Ohio steps are being taken for certification but the State Library and the state Department of Education are moving in the direction of lumping the TTA and the LTA (the Teacher Technical Assistant and the Library Technical Assistant) under one general certificate with a specialization. I still have not decided in my own mind whether this is the right direction.

Within colleges, universities, and higher education institutions in many states, there are state civil service classifications for state institutions. Many institutions of higher education have established separate LTA classifications under their state civil service office. According to the Ontario Provincial Board of Education and a few other people in Canada, there is no direction in regard to certification in Canada.

Is there any real purpose, then that might be served through certification? I feel there are several.

First, certification would establish a basic set of entry requirements for the position of LTA's such as minimum education, minimum requirements of the programs to avoid having programs like the six-week wonder programs that turn out LTA's who do not really deserve the title--not through the fault of the student, but through the inadequacy of the training program.

Second, certification might establish a recognized operational level for the LTA and thereby distinguish between clerical, technical, and professional levels.

Third, certification might establish a clear cut status for the LTA, something he has not had to the present time.

Fourth, certification would serve to improve the psychological morale of the LTA.

Fifth, certification should improve the status of the professional librarian by defining professional responsibilities or adding impetus to the definition of professional responsibilities of librarianship.

Sixth, certification should help in the recruitment of potential LTA's and result in a recognized level of entry and of qualifications for entry into programs.

Seventh, certification may establish criteria for training programs and help to develop uniformity in quality of instruction within the programs throughout the country.

Eighth, certification could result in the establishment of salary schedules and task analysis.

Ninth, certification could provide for the mobility of LTA's within and without various states.

Tenth, as states move to certify LTA's, a closer relationship should result between the professional associations and the LTA's themselves.

Last, certification should help in improving library service throughout the country.

All this brings us to the question of who will be responsible for establishing certification requirements for the LTA. Michigan established their requirements through the State Library Association under the direction of the state librarian. I do not think the responsibility for certification generally is that simple. I think certification will require concerted efforts on behalf of professional organizations: COLT, ALA, state professional organizations, state library boards, state boards of education, vocational education boards, individuals involved in the training and hiring of LTA's and the LTA's themselves. Certification, though a long way from completion, will definitely help to define the position at all levels within the library. I really feel that it will upgrade the professional position and that it is something necessary if we are going to utilize manpower in this country to its fullest extent.

I notice that Mr. Broman will talk on certification in Illinois. Possibly his comments will help us to define a further direction for certification. Are there any questions?

Discussion

Joanne Klene: I wonder if in your literature search there was anything mentioned about certifying libraries instead of librarians. Required standards for a library would include certain types of requirements not only for how many professionals, LTA's and so forth, but also for books and space and budgets. Is there any place that you know of that does that?

Rhua Heckart: There have been certification requirements established for libraries within the various states in regard to population, in regard to expenditure per unit of population, in regard to services to be offered. I don't think this area has been explored as far as it should be explored. One of the problems that always arises with any form of certification is that after defining certification, the next problem is to find some way to see that these certification requirements are met. Standards have been developed for many things and still we find many institutions, states, communities that fall short of these established standards. There have been criteria developed for libraries in several of the states, but there is practically nothing that I could find in a long search. Here is a job to address ourselves to. There is much to be said in this area. I hope we can get together and start to move in this direction.

S.M.C.: I would like to ask one question either of the group or of Mrs. Heckart. Can we define what kind of certification we would talk about? In some cases it is tied in with teacher certification and education in schools. But how could we broaden that definition of certification to mean that this particular person would be certified to do this particular work?

Fritz Veit: One question is in my mind. If we certify people, we ask them to fulfill certain minimum educational requirements. Is the library technical assistant category already firmly enough established that we can have an educational core nationally? We have LTA's coming to their jobs from many avenues. Some have attended an LTA program in a junior college, others have not had any library training at all. Now do we want to, already at this point, have one avenue only for LTA's to enter the LTA--shall I call it--profession, or would we like to leave it flexible? Would certification create a very rigid situation?

Rhua Heckart: I would like to make just a comment in regard to this. I think it is time to move in some direction of certification. I think one of the critical reasons is salaries and I am not just talking about LTA salaries. I am talking about professional salaries. I think we can still make use of the person without the training. We can develop a level of entry in this respect and we can encourage them if they are employed in the library to go on for further education. This is not uncommon within U.S. libraries. Many people will enter the library field and then go on to further their education or complete it. I think one area in which there is a crisis in addition to the manpower shortage is salaries. Prefessional salaries are in many states just unbelieveable. It is almost a total dedication on the part of a librarian when you think of a professional with a five-year degree that will work for $6000 a year. I think if we do establish salaries for the technical level, salaries that are respectable, and try to move in a direction of seeing that these salaries are at least implemented as far as possible, then we will raise a professional level. I think when we get the professional salaries up to a respectable level, part of the manpower shortage will be alleviated. I think when people look for a career and when they study the average salaries of professionals in some states in the library field, they have enough to change their minds immediately.

PROBLEMS OF CERTIFYING LTA'S IN ILLINOIS

Introduction

Sister Mary Chrysantha Rudnik

We have time now to have Mr. Broman deliver his address now rather than at lunch. James Broman is the first executive director of the Illinois Association of Community and Junior Colleges. He has held this post since April 15, 1967. Prior to this he was manager of the Education Department of the Illinois State Chamber of Commerce and played a leading role in the formation of the Illinois Master Plan for Higher Education and the passage, in 1965, of the Illinois Public Junior College Act. Through Mr. Broman's leadership the Association has gained significant recognition nationally as well as in Illinois. His advice and counsel are sought by public officials, state and national legislators, educators and leaders of industry and business. In addition to working closely with the State Junior College Board, he has spearheaded a court test to prove the legality of the Public Junior College Act. He has shared his professional competence through service on the Committee on Governance of the Illinois Board of Higher Education, is a resource member of the newly appointed Committee of the Board of Higher Education to study junior college financing, is a member of the Commission on Administration of the American Association of Junior Colleges and its executive committee. He serves on the Junior College Advisory Committee of Southern Illinois University, participates actively in the affairs of the National Council of State Directors of Community Junior Colleges, was appointed in 1968 to the Governor's Council on Vocational Education, an agency that is required in each state under the Federal Vocational Education Act. In this capacity, Mr. Broman has been addressing himself to problems of certification and recognition of LTA's and the evaluation of credits and curriculum. In June of 1969 he was one of six public members appointed by the Governor to serve with six cabinet members on the State Board for Vocational Education and Rehabilitation. I think this gives you a very good idea of the background that Mr. Broman brings to us here.

Presentation

James Broman

I would like to establish my professional posture. I am really quite far removed from the library field although over Central YMCA where my office is located I look with a great admiration at the library facilities I pass by from time to time. But my responsibilities are primarily concerned with the overall problems of higher education and I think we would all agree that the library field and library science are a very important part of that overall field of higher education. My primary activity is in the field of governmental affairs at both state and national levels. However, my involvement with the fifty community and junior colleges in Illinois does require my particular attention to all education maters, even to the area of library science and library services. My particular capacity as a member of the very important state board, the Vocational Board, does bring me directly into the area of the training of paraprofessionals and the LTA's are, in my opinion, a very important part of that overall field. What I am saying, is that I am not here as an expert in the field of library science or of multi-media or a multi-media specialist, but rather as a generalist whose primary role is to be, in this state, the eyes and the ears and unfortunately many times the mouth for Illinois community and junior colleges. That role of being spokesman is very difficult. I am sure you can appreciate that when you have so many points of view and so many pressures at this particular point in time. In this role that I enjoy I may be able to broaden your perspective and give you an overview which may help you to expand your horizons for your profession and, hopefully, also to make you more aware of the happenings around about you which can materially affect the future of your profession and those professionals and subprofessionals that you may work with. Although not regarded by the general public, the training of paraprofessionals in many fields of specialization and the acceptance of these trained persons into the employment market is one of the most critical problems confronting education today. Because community colleges are playing and are destined to play an even greater role in technical education and specialized training, the Junior College Movement finds itself at the focal point of many of the problems and it will endure much of the criticism because of this position. In the case of paraprofessionals in the library field community colleges are now and will continue to be caught between the several forces of our society which are interested in utilization of subprofessionals.

Let me just name some of the more obvious of these forces. First, is the professional organization. Next are the various markets of employment. In addition to school districts, these markets of employment include public libraries and various other categories including the business firms. Third, there are various regulatory agencies and you know many of these, especially the certification boards, licensing agencies, and, especially here in Illinois, the Board of Education and Registration, Vocational Education Board, and various governing boards at both state and national levels. Fourth, we have legislative agencies, both state and federal, which, together with the executive branch of government in many instances call for proved utilization of personnel and resulting cost savings. Last, is the general public. Most of their influence is exercised through elected or appointed persons who review operations of library and multi-media facilities for efficiency use of the tax dollars. These can be local elected governing boards of school districts, elementary or high school consolidated school districts, junior college boards, and even trustees in universities. In the short time we have together here I would like to touch just briefly on these various forces and how they relate to the problem of library technical assistants.

One of the most unfortunate trends I feel in recent times has been the downgrading of professional achievement by some of our youth, even by some of our academic colleagues. Now this is really a puzzle during this time of technical advance and scientific accomplishment. The only explanation one can find is that these persons have been caught up in what we might call the search for relevance and have made the tragic mistake of thinking everything can be learned and all problems can be solved by interaction of people and, as some say, by going to the streets or from such things as simple group discussion on the one-sided --or perhaps the more sophisticated--a pproach of sensitivity training. Now this situation does make your role as professionals and my role in the field of professional education more difficult. It has a tendency to make some within our ranks want to bend too much, and others, usually the controlling forces within the professional associations, to become more rigid so as to protect their professional stature. I think this dilemma perhaps will disappear very rapidly. Nevertheless, it is an important matter for consideration because it is reflected at the various levels of concern such as the legislature and your appointed governing boards. I have been frankly amazed at the trend within these responsible areas of accepting this more or less laissez faire approach to education at a time when I believe that more emphasis and more effort should be put into the stressing of professional qualifications. I think it is something we have to resist, but still be cognizant of the problems that surround us in terms of dealing with forces from the street to the legislative halls.

In the Junior College Movement we have been extremely encouraged in the last half decade, the last five or six years, by the acceptance of paraprofessional training within the medical profession. Now I know the analogy perhaps is very poor between medical science and library science. The room for demarcation within the professional ranks is not as great. Nevertheless, there has been much encouragement given to educators and community colleges, especially by the medical profession and their professional associations who train, recognize, and certify. The number of categories of paraprofessionals now is approaching 150 within the medical profession. I am sure we could not possibly approach a fraction of that in the library science field. But you can imagine the complications that arose when junior colleges moved into the Associate of Arts of Nursing programs and practical nursing. These complications, however, were taken care of at the national level through the nursing associations. I think you are all aware of what is taking place in the training of the baccalaureate nurse and the trend away from hospital programs towards collegiate programs. The acceptance within this highly technical professional area shows that when the need is there, a lot of things can happen. In other words, the market, the demands for employment in the field of medicine have been so dramatic and so extensive that the profession has reacted very sympathetically to the demarcations that are necessary in the profession itself to accomplish the task that is ahead.

Various markets of employment present an interesting picture. These vary, I find, according to the level of the market's constituents. Universities, for example, accept with little reluctance high standards for professional staffing. I think this would be a general rule across the country. This is because their position as higher educational institutions, dealing with research graduate training, makes them very reluctant to try to fight the forces that require high standards for professional staffing. Junior colleges, on the other hand, because of their role in training paraprofessionals, find themselves kind of caught in the middle. I am sure we would all recognize that there is a large segment of community college personnel administrators who want to try to attain as high an image within the higher education family as possible, but, on the other hand, find themselves at a loss not to accept the philosophy of the demarcation of professional areas because they are in the business of training them. I have seen quite a bit of resistance arise within the expansion of our own junior colleges here in Illinois. Within the past few years where there has been a great deal of resistance to the standards for staffing a new junior college under the requirements of the Association which are essentially university oriented. So junior colleges are tending to be and will continue to be, in my judgment, more inclined to accept the philosophy of paraprofessionals and their effective utilization within their institutions and will fight hard for a recognition of their product. High schools, elementary schools, and various consolidated units, according to my reports in Illinois, have been very interested in the employment of paraprofessionals. I think the same can be said of public library facilities and of some private facilities who also share an enthusiasm for the utilization of paraprofessionals. This is not as clear cut as it might be because of the type of person that is coming in for paraprofessional training at this stage of the game.

What about governing and regulatory state agencies? Our State Certification Board does not certify LTA's with less than a bachelor's degree. It does not appear that there is much interest now or in the immediate future on the part of the Board in becoming involved with the certification of library technicians.

It seems that at this point in time, the Certification Board which, to a large extent, represents a good cross section of the professional attitude across the state, does not appear to have much interest in dealing with the problem of technicians who have training less than a baccalaureate. In my opinion, however, the Board will find itself forced into the matter of certification. Pressures could come from such associations as yours. These pressures may develop as an alternative to regulation, such as might come from the State Department of Education and Registration, a licensing agent here in the state, or it may come from the technicians themselves as they grow in numbers. I happen to feel that it would be far better for initiate to be exercised even at this early stage in a cooperative matter between the various forces, agencies, and people involved than to have any one of these agencies such as the State Board of Higher Education, the State Junior College Board, and the State Board of Vocational Education touch very directly on library problems. I attend meetings of all of these agencies and each one of them approves programs for instruction, including the training of librarians and paraprofessionals in the library science field. In addition, each of these boards are reviewing and approving campus construction which includes plans for construction and operation of libraries. It is extremely complicated for our state, and it is not too much different in some other states. Because, in the community college field, we have three agencies that deal with these problems. Unfortunately communications between them are not as good as they should be. We have a State Junior College Board. We have the State Board of Higher Education. We have the Office of the Superintendent of Public Instruction who has responsibility over adult education and we have the Board of Vocational Education which has responsibility over vocational education. Realize that the programs for paraprofessionals have to go through at least three of these agencies in a meaningful way. The interest that will develop now and in the months to come will cut across these various regulatory bodies.

On the national level a concept is becoming very prevalent which I think affects you dramatically. I am not sure that community college administrators and others affected by community service really understand it yet. In fact, I am sure they don't. That is the concept of total community service. The ramifications of a new bill, called a career education bill are almost beyond the imagination of many of us. Proponents of the bill are talking about total involvement with welfare people, senior citizens, pre-school children, all within the community college. The community college will be everything to the community and it will have responsibilities which will include public events, cultural events, anything you can name. Now, I think each of you in your own area of specialization as library specialists can see how this might affect you. How would a preschool program operate in conjunction with a junior college program? How would it affect your library program and the services that would be expected from you?

Suppose the junior colleges move into programs for senior citizens. How would this affect the need for services out of your library and the use of paraprofessionals?

Studies are being made by individual institutions to expand the use of their library facilities and personnel. We are all aware of this. These studies are innovative and depart from what would be called traditional library standards of operations. They include the extensive use of technicians, aides and other categories of paraprofessionals. These studies are being seriously considered by legislative commission boards. They are very attractive in terms of the appeal that they give and I think boards of education, boards of vocational education, certification boards will have to be prepared to react to these very significant studies. Now since I spend most of my time in the governmental affairs field, I can tell you that both the legislative and the executive branches of government endorse departures from traditional library operations. I would say that this would be a fair statement as a general rule. Frankly, ways to increase efficiency to their utmost are grasped at. The concept of a single state library for Illinois available to all colleges through some type of informational retrieval system and a combination of television viewing draws heavy support from a large segment of our executive and legislative people. I think you can visualize how this might affect you in each of your institutions. The general public, because of tax implications does support a division of labor between specialist and subprofessional. This must be recognized by you as professional because people who do deal with these problems on the local board of education, junior college boards, and university trustees will reflect this public acceptance and wish to put into their organizational adjustments into operation. The universities themselves, through the teaching assistant at the university level, has made this quite attractive to those who want to instigate this type of operation in any phase of education. We fight that in the junior college field. I attended a meeting recently where a unit cost study was being made of higher education and junior colleges. One of the things that we are going to be faced with is justifying why we have a higher cost of teaching than the universities have, in many cases, for the same courses. Well, the obvious thing to fall back on, of course, is the utilization of teaching assistants at the university against, what I would consider, master teachers at the Junior Colleges. There is quite a difference in salary, but whether this can be effectively explained to the public, to the people who weigh the allocation of funds, is another question.

Now in my closing remarks here I would just like to cover some specifics here in Illinois. We have at the present time, according to the information available to me, four library technician programs which are Associate of Art degrees in community colleges here in Illinois: Kennedy-King Campus, College of Du Page, Morton College in Cicero, Sauk Valley out in the Dixon-Sterling area, College of Lake County which is in its first year of operation is offering courses in the Library field, and I believe that they are giving some type of a certificate this year, but they are moving towards an AA program. We have other colleges that are planning to move into this field. Central College in Peoria,is working on a preliminary plan to initiate such a Library Technical Assistant Program. The primary complaint that appears to be developing, according to the Certification Board, is that there is some reaction on the part of the professionals across the state to library technicians that are being hired in some school districts, who, by virtue of their Junior College training, meet the sixteen hours of library science courses that are required by the Certification Board.

In other words, they get the equivalent of a minor, as I see it, in Library Science at a Community College. Now you can see the plight of community colleges here where on the one hand they would be accused of giving quality education, if they don't move into some of these courses and they are criticized I think because they undereducated you might say. They have chosen apparently to protect themselves by overeducating. I checked with one or two people who are involved in these programs at their particular community college and they have admitted to me that they have made adjustments on the basis of complaints that they got. In other words they moved in what I consider upper division programs in a lower division setting. If I were an administrator of a college I would rather be accused of overeducating than undereducating. Now I am not so sure that solves any particular problem, but we might discuss it. It is interesting to me to notice the type of students that are taking advantage of the technician courses. They are part-time students who have experience in the education field or are housewives who want to get into the employment market in the library field. Sauk Valley is an example of this. In 1967 they had two full time students and eight part-time students. In 1968 they had eight full time and twelve part-time students and this year they have three full time and fifteen part-time students. I am sure that at least some of these part-time students have baccalaureate degrees. They are attempting to get their library credits at their local community college.

Some groups should take the initiate, and maybe this is your group, to sit down with others who have a similar interest such as the regulatory agencies, the college associations, the board of education people, who are concerned with curriculum and others to work out what would be considered both a short term and a long range program for library technicians and make an exhaustive study of the needs within the state. The study of the divisions of responsibility between the types of institutions should attempt to define the best possible approach to the whole area of library science and the use of paraprofessionals.

Discussion

S.M.C.: Thank you very much, Mr. Broman. I think you have addressed yourself to one of the biggest problems and a problem which is also a concern of mine--that credit is often accepted for library technician courses as fullfillment of library science credits. The library technical assistant programs are not equal to the undergraduate library science programs. The problem here is an entirely different one. I personally think that there is a need for an undergraduate level that is specifically geared to professional library science programs. The problem as I see it in certification or definition of the courses lies in knowing the difference between a library technical assistant's program or a library technology credit and a library science undergraduate credit. State boards accepting these library technology credits as library science credits is causing the abuse in the schools.

James Broman: I think we have probably hit at the main problem as far as the professional associations is concerned. This is the same problem that prevails in other fields of specialization, education and social welfare. We have a situation between the university and the community college which is not the best in terms of communication. We talk about articulation on a state-wide basis primarily through our Council on Articulation. We come to realize that the Council on Articulation, unfortunately, does not involve the people who are most concerned with determining course content. Steps are being taken to bring about a better arrangement. But what is happening is that the fields of specialization at the university level have been moved in many cases down to the lower division. There was a trend not too many years ago that almost a general education approach was advocated in the first two years of college. But as I have met with deans of the universities, I find that there is a wide variation of opinion of where the student should start to specialize. My own son had an experience related to this when he was a freshman on the campus of the University of California. He had taken upper division courses during his first term because that was all he could get. He passed the courses and I suppose we should be happy about it. But it disturbs me because this hits at the core of the problem. The question is how do you solve it?

It almost gets ridiculous, and I can give another case to show how ridiculous it is. A student took, at a community college, a marketing course which, in my opinion, should be an upper division course, as a sophomore. When he got to the university in his third year, he was told, "Well, you took this course in marketing. We can't accept that. That's an upper division course here. So they disallowed the credit and, to complete the program that he wanted to take at the university, he had to take a course in marketing. So like a good student does, he followed his counselor's advice and enrolled in the course in marketing--Marketing 201 or whatever it was. Well, it just so happened--and this sounds fantastic, but it's true--that the university lost its marketing teacher. They appealed to the junior college for a marketing teacher and the junior college loaned them one for the course. It was the same instructor. He used the same textbook and taught the student the course over again. Now I think until the time that your organization and others like yours can get the university and the community college people together in agreement in your particular area of specialty as to where these courses will be offered, we are not going to lick this problem. Perhaps this is where you need to start. I do not think this problem is as serious now as it was two years ago. The universities are getting extremely liberal, perhaps too liberal, in the acceptance of transfer credit from the junior colleges. Now this helps the situation because I think the student, when he comes into the community college wants to protect himself so that he can move up to the next plateau. He does not want to get caught in a situation where he is taking something that he thinks has lower division credit that will not have lower division credit when he transfers to an upper division setting. Universities, I think, are ripe for the kind of discussion which will result in agreement as to the transfer of the caliber of courses I think that we are discussing. The state colleges and universities in California are accepting vocational education programs for transfer credit in the elective area. So I think we are at a point in time perhaps when we can speak more realistically, but we have to get agreement from the university people who are operating lower division programs to avoid upgrading their lower division programs so that they force the junior colleges who are training paraprofessionals to do the same thing.

James Boula: I would like to mention one thing that I think the speaker alluded to. The State Certification Board was mentioned several times. Now I think we ought to put in the term teacher--State Teacher Certification Board. There is something else that comes up when watching the credits coming into the State Certification Office at the state level. We have two approaches--one is recognition of the person being able to work at a job, which has nothing to do with certification. The eighteen hours in library science--the requirement, following North Central recommendations, will be raised from sixteen to eighteen hours next year--is strictly a recognition, a qualification for teachers to operate in that job. But they are not certified as library science people. They are certified as teachers, according to the State Teacher Certification Board. The eighteen hours is similar to the required twenty-four hours in math needed to teach math, a specialization necessary to be able to hold that position. Otherwise the teacher gets temporary approval. But that comes into a different office, the recognition department, not into the teachers' certification department.

S.M.C.: The problem here is that the library technology credits are sometimes recognized in this way, but these credits should not be recotnized for that particular job.

James Boula : I am with you all the way. This is something we have got to discuss and decide how to approach so that the junior colleges and the universities and the public know what they are taking.

Question: I have a comment to make on that. In the example of Marketing 201 the student took at the junior college level and got the same course at the senior college level, the content, textbook, and instructor were the same. But, as I understand library technology course content, the course that is aimed at teaching a person to be an LTA is not the course content that a person would meet taking a course in library science. With eighteen hours of library technology, students are not prepared to be librarians.

James Broman: The complaints that come into the certification board relative to utilization of people in a school district in a librarian's capacity really refers to the course material that they took rather than to the professional stature that they have achieved.

Fritz Veit: What board in Illinois would certify LTA's? There is the Teacher's Certification Board, but they would not certify LTA's. Who would certify them in Illinois?

James Broman: I can react to that. Junior colleges do not want certification as a requirement for their teachers. So, I think in terms of utilization of our State Certification Board, there would be a great deal of reluctance to tying in certification of librarians in the higher education field with the certification board. On the other hand, I think there would be just as much resistance to the State Board of Registration-Education which is the licensing agency for moving into this field. Although this could develop naturally by the growth of the movement. The technicians themselves might move towards this kind of a professional recognition. I think that it would be far better from your standpoint--this is my own feeling, my own opinion--to try to work out some acceptable certification through your national association. You either want them in the family or you don't. It's as simple as that. If you decide you want them in the family, then you have to create an acceptable atmosphere and criteria for them. I would personally favor such a voluntary type of certification.

SUMMARY OF THE WORKSHOP

The program of the Council on Library Technology, Central Region was structured in order to provide a summarization session at the last meeting. Reports from the three discussion groups were presented and included as jobs for the Library Technical Assistant those tasks listed below. It is understood that the Library Technical Assistant must be so oriented that he recognizes for himself the limits of his responsibility and the limits of authority inherent in his position so that constant supervision is unnecessary. He must, moreover, realize that he is ultimately under the direction of a librarian.

Public Services

- Supervise circulation desk routine and personnel
- Supervise stacks
- Search missing titles
- Suggest materials for rebinding, weeding, discarding or storage
- Suggest additional materials
- Maintain circulation statistics
- Supervise Reserve Room (or collection)
- Handle interlibrary loans
- Provide information (directional) service
- Prepare simple bibliographies
- Maintain clipping service
- Route information of interest to faculty
- Assist in public service programs
- Instruct in use of simple library tools
- Answer simple reference questions and refer questions beyond his capabilities to the librarian
- Arrange displays and exhibits
- Prepare public relations releases
- Maintain pamphlet collection
- Maintain college catalog collection
- Maintain periodicals section
- Maintain government documents section (if not extensive)

Technical Processing

- Supervise ordering and receiving operations in acquisitions
- Maintain accounting records
- Supervise and maintain card catalog
- Supervise card preparation
- Do easy cataloging (fiction, added copies, new editions)
- Catalog (or adapt) from prepared copy
- Assist in reclassification
- File catalog cards
- Assign book numbers and cutter numbers
- Maintain inventory of supplies
- Verify bibliographic information
- Order materials
- Supervise bindery procedures
- Supervise preparation of materials for use
- Locate LC catalog information
- Supervise a serial unit
- Record and claim serials and periodicals
- Collect and prepare serials and periodicals for binding
- Check incoming binding shipments and update records

Audiovisual

Prepare simple AV materials
Order and schedule use of materials
Handle simple maintenance of equipment

Other

Maintain personnel records

When asked what a person who could perform such services should be paid, the amounts given as responses for twelve months were as follows:

$5500
6000
7000
7200

While these summaries were determined to be representative of work of the group, comments from the floor were also accepted. The following comments summarize the major ideas presented:

> The need to make the feelings of COLT known to library schools that we think the LTA program is of significance and it is the specific purpose of their institutions to concentrate on the preparation of professional librarians.
>
> The need to implement these suggestions was emphasized but job descriptions should be made more specific in many cases.
>
> There is a definite need for new job descriptions for prefessional librarians to complement the work done for Library Technical Assistants.
>
> Certification is a definite problem throughout the country. Very little evidence exists to indicate progress being made in this important area.